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ABSTRACT

This grades 7-9 unit is part of the series of population education materials for Baltimore public schools. Focusing on urban studies, the unit traces the historical growth of Baltimore and examines recent trends affecting the city, while projecting possible solutions to enhance its quality of life. Although specifically focusing on Baltimore as a model city, the unit introduces the concept that the qualities and problems of Baltimore are similar to those of other urban areas. The individual activities specifically focus upon Baltimore; however, teachers can develop materials for their own city using this model. (Author/JR)

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Introduction

CONCEPT THEME: Baltimore City is a unique city with qualities and problems which are similar to those of other urban areas.

Life in American cities has undergone drastic changes in the past two decades. The quality of life in cities has been affected by the migration, composition, distribution, growth, size and density patterns of the population. Those factors which contributed to the growth and development of cities in the latter part of the 19th century and the first half of the 20th century are, in turn, partially responsible for the contemporary crises faced by cities.

In this unit, the student will trace the historical growth of cities in general, and Baltimore City in particular, examine recent and current trends which have effected Baltimore City and project possible solutions to enhance the quality of life in Baltimore City.

NOTE: The teacher must be sensitive to the pleasures and pressures of urban life. At no time must city life be presented as a less than desirable way of life. Rather, the teacher should work toward developing a sense of civic interest and pride.

General Teaching Notes

I. Information:

. The factual information contained in the Episodes is for the most part from the United States Bureau of the Census. The figures are from the 1970 census findings. New comprehensive figures will not be available until after the 1980 census has been taken.

. Baltimore City Agencies may be contacted for additional information and help. The telephone directory lists the agencies.

II. Optional and Adaptable Activities:

. Several Episodes contain optional activities. The teacher may select either activity, choose to use both activities, or develop a similar activity on his/her own.

. Some activities are adaptable for use in a learning station form, or the teacher may develop his/her own learning station based upon given information.

III. Resources: Persons and Places:

. For information on the items listed below and assistance in making contacts, contact:

Mr. Lester C. McCrea
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A. Speakers:

1. Mr. Samuel L. Banks
Coordinator of Social Studies
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2. Mrs. Betty N. Deacon
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3. Mr. Charles Dorsey
Legal Aid Bureau Incorporated
Baltimore, Maryland

4. Dr. Ted Durr
Head of Sociology Department
University of Baltimore

5. The League of Women Voters

B. Exchange Program:

. Name and address of a class or individual student living in another major urban area, with whom an exchange program of urban life information can be established.

C. Films:

1. Acceleration of the Seventies - 7 Min. Color JH-SH SD-1588.1

Emphasizes population growth and technological growth as the two main factors interacting to bring about dramatic changes in our world. Pressures are growing for new methods, new tools, & new products. (1970)

2. Roomsville 11 Min. Color M-I-JH-SH SD-1530.1

A brilliant animated overview of the growth of cities. Without a word of narration, the film traces the step-by-step process by which man took a virgin land and made of it a frantic, congested "Roomsville." (1970)

3. Changing City, The 16 Min. Color JH-SH-C SD-1066.2

Describes the economic, social and cultural advantages of the city that have caused its enormous growth. The historical pattern of growth is shown through the neneteenth century to the 1960's (1963)

4. Chicago: Midland Metropolis 22 Min. Color JH-SH SD-1269.2

Studies the factors which contribute to urban growth, such as geographical location, transportation and industrialization. Common problems can apply to all urban areas. (1967)

5. Cities: The Rise of New Towns 30 Min. B & W SH-C-AD SD-532.3

Part I

6. Cities: The Rise of New Towns 30 Min. B & W SH-C-AD SD-533.3

Part II - The building of totally planned communities is a relatively new concept in urban development. The film shows the cities where this concept is being used. Among the examples are Reston, Virginia; Foster City and Irvine, California; Columbia, Maryland; Tapiola, Finland; and Vallingby, Sweden. (1966)

7. Cities As Man's Home, The 29 Min. B & W SH-C-AD SD-410.3

Slums, giant public housing complexes, mass suburbs, anonymous bleak luxury apartments. Almost everywhere in our cities communal standards of living are falling even as personal standards of living rise. How did this happen and what can be done? (1963)

8. City, The - Heaven and Hell — 28 Min. — B & W — SH-C-AD — SD-409.3

Presents an outline of the opposed natures - creative and destructive of the city in history. Based on Lewis Mumford's book, The City in History. (1963)

9. Cosmopolis - Part I — 23 Min. — Color — JH-SH-AD — SD-769.3

10. Cosmopolis - Part II — 23 Min. — Color — JH-SH-AD — SD-770.3

What can we expect the big city to be like in the year 2000? George C. Scott narrates a documentary exploring the work and the thinking of architects and urban planners from the United States and Foreign Countries. (1970)

11. For Your Pleasure — 4 Min. — Color — SD-555.1

(Copies available in Population Education Office - 2418 St. Paul Street, 396-6624)

12. House of Man, The - Our Changing Environment — 17 Min. — Color — S-JH-SH-C — SD-13330.2

Reveals the waste of resources in cities, woodlands and farmlands, and the pollution of river waters and the air. Comparison is made between the progress through wasteful methods and through the intelligent preservation of resources. (1967)

13. Living City, The — 30 Min. — B & W — JH-SH-C — SD-177.3

Documents early countermeasures to urban blight. Surveys why our cities have deteriorated and illustrates the problems of renewal. Among the obstacles are racial segregation and industrial decay. (1953)

14. Megalopolis - Cradle of the Future — 22 Min. — Color — JH-SH — SD-1275.2

Examines the life and problems of megalopolis, the urbanized northeastern seaboard of the United States from Boston to Washington, D.C. It also shows metropolitan centers, including suburban and rural areas. The need for better organization of the suburban sprawl in the future is pointed out. (1967)

15. Population Ecology — 19 Min. — Color — SH — SD-1501.2

Analyzes the effects of environment as they relate to surplus or decline of births over deaths. (1968)

16. Rise of the American City — 23 Min. — Color — JH-SH — SD-763.3

The surging growth of our great cities has transformed the face of the nation. The cities now face a host of problems: pollution, poverty, hunger, violence and social change. (1972)

17. Troubled Cities, The - Part I — 30 Min. — B & W — SH-C-AD — SD-535.3

18. Troubled Cities, The - Part II — 30 Min. — B & W — SH-C-AD — SD-536.3

This documentary probes the problems which have been brought about by urban population explosions. Attempted solutions to these problems have included many projects and programs. (1967)

19. Uprooted Nation, The — 22 Min. — Color — SH — SD-1195.2

A study of the continuous population movements within the United States and their social and psychological causes and effects. City planners, demographers, social critics, students and individuals involved in these movements offer information and controversial testimony, with special emphasis placed upon community life and schools. (1966)

20. Urban Sprawl — 15 Min. — Color — JH-SH-AD — SD-807.2

Explains the characteristics of recent urban growth in our nation, defining the problems created by urban sprawl. Aims to develop an understanding of the necessity for planned urban growth. (160)

21. Very Nice, Very Nice — 8 Min. — B & W — JH-SH — SD-1143.1

In this commentary on chaotic events of our day, dozens of still pictures and fragments of speech are used to make evident the incongruities of modern life. Preview carefully. (1965)

22. What Are We Doing To Our World - Part II — 27 Min. — Color — JH-SH — SD-694.3

23. What Are We Doing To Our World - Part III — 27 Min. — Color — Jh-Sh — SD-695.3

The accelerating scale of environmental pollution is no longer a problem of the protecting of a few endangered species of wildlife, but is now a matter related to the survival of men and nations. From the TV series, The 21st Century. (1966)

(Materials available from the Instructional Materials Center)

Episode I

Unit: A-More

Topic: Cities

Objectives:

- The student will list, with 80% accuracy, nine reasons why people live in cities.
- Given three definitions, the student will indicate by writing, with 100% accuracy, the correct missing word, the definition of a city, a metropolitan area, and a megalopolis.
- Given a map of the United States which shows the major metropolitan areas and an atlas with a map of the United States showing the names of major American cities, the student will identify by name and population:
    a. 3 metropolitan areas with a population of more than 5 million people.
    b. 9 metropolitan areas with a population of between 2 and 5 million people.
    c. 15 metropolitan areas with a population of between 1 and 2 million people.
    d. 28 metropolitan areas with between 500,000 and 1 million people.

Materials:

Part A: United States wall map and/or student atlas with United States map.

Ditto #1: "Cities and the Four W's: Who, Where, Why, What"

Ditto #2: "My Kind of Town"

Part B: Transparency #1: Population and Immigration USA (1790-1970)

Ditto #3: "The Magic Circle"

Part C: Student Atlas with United States map

Ditto #4: "Metropolitan Areas

Transparency #2: 12 Major Urban Regions Projected by Year 2,000

A

Drill: Find the Mystery Word by filling in the blanks. The letters in the boxes will spell the mystery word. Use the clues to help you fill in the blanks with the names of cities.

[C] H I C A G O	-located on Lake Michigan
B A L T [I] M O R E	-our hometown
B O S [T] O N	-in Massachusetts
P H [I] L A D E L P H I A	-Benjamin Franklin's hometown
N [E] W Y O R K	-largest city in the United States
L O [S] A N G E L E S	-home of the Dodgers

Mystery Word: C I T I E S

Motivation:

Materials: Wall map and/or student atlas' of United States

1. Locate on map the six cities named in the drill.

   Question: What is similar about the location of these cities? (All located on water)

2. Rhetorical Questions:

   a. Why do you think these cities are located on the water?
   b. What other things do you think these cities might have in common?
   c. Why do you think people live in cities?
   d. What actually is a city?
   e. In the future, is it possible that there will be no more cities as we know them?
   f. Will new definitions and words be used to designate areas that are now known as Chicago, Baltimore, Boston, Philadelphia, New York, and Los Angeles?

Activity 1:

1. Read Ditto 1 - "Cities and the Four W's: Who, Where, Why, What"

2. Directed Reading Questions:

   a. What is a city?
   b. How did geography influence where cities were established?
   c. How did inventions influence where cities were establsihed?
   d. Why did farmers and new immigrants move to cities?

Episode I

Summary:

Part A: Listen to the following three definitions. When I have finished reading the definitions to you, I want you to tell me which one is the correct definition for a city.

Definition 1: A city is an area where a lot of different kinds of people live close together in different kinds of houses. Cities provide many kinds of services for the people who live there and have high taxes.

Definition 2: A city is a large number of people living in a developed, concentrated, permanent settlement with given boundaries. The people in cities have different backgrounds, interests, ambitions, languages, customs, incomes, and occupations.

Definition 3: A city is a place that has all kinds of jobs for different kinds of people. People who live in cities are of different ages and come from many different places.

Part B: (On board) Unscramble the letters to spell words that are reasons why people live in cities.

sojb (jobs)	rtttennneeima (entertainment)
nfserid (friends)	tsesro (stores)
ltaseriev (relatives)	noeeaotrri (recreation)
ohsscol (schools)	iptttsoorranan (transportation
uhcrasec (churches	

Home Assignment:

Go over instructions on sheet entitled "My Kind of Town (Ditto #2).

Read the following paragraph to the students as an example of what you expect them to do.

The Browns

My name is William Brown. My family of five and I are new arrivals to Baltimore. We are from a small southern town. I was a tenant farmer there. Last year, 1917, all of the land was brought up by a large farmer. The farmer brought in large machines to work the crops. Since I did not know how to run the new equipment, we were forced to leave. Twenty other tenant farmers and their families also had to leave. Some of my friends left for California, Chicago, New York, Philadelphia and New Jersey, seeking work to help feed their families. My family lived in a vacant building for two weeks while I did odd jobs to feed them. My wife found a job in a little restaurant. This job enabled us to find a two room apartment (bedroom, kitchen & bath) for $5.00 a week. Soon I found a job working for a construction company. After receiving my first pay, I bought clothes for the kids and enrolled them in school (1st, 2nd, 3rd, & 7th grades). With my second pay, I rented a three bedroom house. I have been working for the last five years. I have saved money and am getting ready to buy a house.

Ditto #1

Cities and the Four W's: Who, Where, Why, What

A city is a large number of people living in a developed, concentrated, permanent settlement with given boundaries. The people in the cities have different backgrounds, interests, ambitions, languages, customs, incomes, and occupations. In the United States, over seventy percent of the people live in cities.

Cities didn't just happen. They developed because of their geographical locations and their ability to meet the needs and desires of people.

People from Europe first came to live in the New World in the seventeenth century. They came for many different reasons. Some came for religious and political freedom. Others came for adventure, to make a living, and to make a new life. Most colonists built their houses close to where they landed. For reasons of safety, the colonists wanted to stay close to their friends and relatives. Today, the colonial settlements of two and three hundred years ago are very large cities. Boston, New York, Philadelphia and Baltimore were once colonial villages.

As more and more people crossed the ocean to settle in the New World, the communities around the ports where the new comers landed, grew. Soon some colonists became businessmen, such as candlemakers, blacksmiths, merchants, shippers, printers, tavern keepers, and bankers. Communities that were located on the water grew very quickly because water provided transportation for products to and from the community. Also, water power was available to run newly invented machinery. Water provided many business and job opportunities which contributed to the growth of cities.

During the eighteenth and nineteenth centuries, hundreds of thousands of immigrants came to the United States. People who spoke the same language and had the same religion and customs often times settled in the same area. Some stayed in the eastern cities while others moved west into the wilderness. They cleared the land for homes and communities. Wilderness communities that were located on bodies of water like Lakes Michigan, Ontaria, and Eri, or the Ohio and Mississippi Rivers, grew to become major American cities such as Chicago, Detroit, Cleveland, Cinncinati, New Orleans, and St. Louis.

The invention of the railroad helped the growth of communities that were not located on water. Midwestern and western cities developed around railroad stations where produce and livestock could be shipped to other cities in the United States.

In the twentieth century, city life became very attractive to black and white people who lived in rural areas. Rural life was very hard. There were very few job opportunities - other than farming. Farming demanded long hours of hard work. Poor weather conditions could spoil months of hard labor. Farmers had to travel many miles to visit friends and relatives, and to go to church or school. City jobs paid more money than a small farmer could earn

Ditto #1 Continued

growing crops or livestock. In the cities there were places for recreation and entertainment, stores, jobs, and public transportation. Churches and schools were nearby. Many farmers sold their farms and moved into the city where they could enjoy the good life that city folks had.

Ditto #2

My Kind of Town

Instructions: Choose any one of the following names. Pretend that you are the person whose name you have chosen. Write a short paragraph or two in which you tell something about yourself and your reasons for migrating, moving to the city.

1. John or Ann Miczyniski (Polish)
2. Abraham or Vetta Epstein (Jewish)
3. Fritz or Elsie Schiller (German)
4. John or Marie Kramer (Dutch)
5. Andre or Jacqueline LaClaire (French)
6. Jose or Delores Martinez (Spanish)
7. Michael or Maureen Maloney (Irish)
8. David or Nell McCloud (Scottish)
9. Aristotle or Christine Onassis (Greek)
10. Thomas or Meg Thompson (English)
11. Anthony or Maria Vinci (Italian)
12. Oleg or Alexandria Gorki (Russian)
13. Ved or Anna Medha (Indian)
14. Yan or Ti Chin (Chinese)
15. George or Elvira Washington (Black)

Episode I

B

Drill: List 9 reasons why people live in cities.

Motivation: Utilize home assignment.

Option 1: Call on individual students to read assignment paragraphs.

Option 2: List each ethnic name on a small piece of paper. Fold each piece of paper and deposit it in a box or other suitable container. Draw out a name. Each student who chose to use that name should stand and state one reason why he migrated to the city. Students might be encouraged to use accents.

Activity 1:

Explanation: Yesterday we briefly traced the history of cities into the twentieth century. Today you listed reasons why people migrate to cities. You also read paragraphs you wrote in which you gave reasons why individuals migrated to cities.

So far, we have talked about people but we have not mentioned how many people. Let's look at some figures from the United States Bureau of the Census. The United States Bureau of the Census began counting people in 1790, and every ten years takes a new census or counts the people living in the United States.

Transparency #1 - Population and Immigration - USA 1790-1970

Questions:

1. How many people were living in the United States in 1790?

2. How many more people were there one hundred years later in 1890? (Subtract 3,929,000 from 63,056,000 = 59,127,000)

3. What was the total increase in the population of the United States between 1950 and 1970? (Add 28,413,000 and 24,082,000 = or Subtract 152,271,000 from 204,766,000 = 52,495,000)

4. How many people are living in the United States today? (204,766,000)

5. Do you think that all of these people live in cities? (No)

6. Where do you think they live? (five percent live in rural areas, but only three percent do farming, 73.5% live in metropolitan areas.)

Episode I

Activity 2:

1. Read Ditto #3 - The Magic Circle

2. Directed Reading Questions

   a. Why did people move out of cities?
   b. What is a metropolitan area?
   c. What percentage of the total population lives in metropolitan areas?
   d. What do experts think will happen to metropolitan areas in the future?
   e. What is happening to some metropolitan areas today?

Summary: True or False

1. Cities have set geographical boundaries. (True)

2. Metropolitan areas do not have set geographical boundaries. (True)

3. Most Americans live in cities. (False)

4. Experts say that the trend is toward larger metropolitan areas. (True)

5. Cities are important to metropolitan life. (True)

Home Assignment:

Look and listen to one local television news program. List the stories, features, and information that are important to people living in the Metropolitan Baltimore area.

Episode I

Transparency #1

POPULATION AND IMMIGRATION USA 1790 - 1970

DECADE ENDING	POPULATION	INCREASE	IMMIGRANTS INCLUDED
1790	3,929,000		
1800	5,297,000	1,368,000	Not Available
1810	7,224,000	1,927,000	
1820	9,618,000	2,394,000	
1830	12,901,000	3,283,000	151,824
1840	17,120,000	4,219,000	599,125
1850	23,261,000	6,141,000	1,713,251
1860	31,513,000	8,252,000	2,598,214
1870	39,905,000	8,392,000	2,314,824
1880	50,262,000	10,357,000	2,812,191
1890	63,056,000	12,794,000	5,246,613
1900	76,094,000	13,038,000	3,687,564
1910	92,407,000	16,313,000	8,795,386
1920	106,466,000	14,059,000	5,735,811
1930	123,188,000	16,722,000	4,107,209
1940	132,594,000	9,406,000	528,431
1950	152,271,000	19,677,000	1,035,039
1960	180,684,000	28,413,000	2,515,479
1970	204,766,000	24,082,000	3,321,677

Census figures from Bureau of the Census

Immigration figures from Department of Justice.

Ditto #3

The Magic Circle

By 1950, there were 152,271,000 people living in the United States. More than one-half of these people were living in cities. The cities could not stretch their boundaries by acquiring or annexing more land, so city life changed. Schools, stores, hospitals, neighborhoods, and public transportation became overcrowded. Cities could not provide enough services to meet the needs of all of the people.

Some people objected to the crowded conditions and moved to areas just outside the city. These areas were called "bedroom communities" because the people who lived there worked in the city, but slept outside the city. Soon, merchants opened stores in the outlying areas. Later, other businesses and industries opened up. The people who lived in these communities demanded that the local governments build schools, hospitals, roads, and provide services like garbage collection and public transportation. A new word was used to describe these communities: <u>suburbs</u>.

Suburbs grew as more and more people moved out of the city. The reasons for people moving out of the city also changed. Some people left the city because they wanted more space, a new house, and cleaner air. Others left the city because of religious, ethnic, or racial prejudices.

The suburbs became too crowded for some people who moved still further away from the central city. Suburbs began to have suburbs! By 1970, more Americans lived in suburbs than lived in cities.

Suburban areas continue to increase in population because there are so many people who want homes and space. Suburban boundaries keep increasing, taking in more and more open land and farm land.

Look at the three circles below. The largest circle, R, represents rural areas that are between 25 and 50 miles away from the city line. The second largest circle, S, represents suburban areas that begin at the city line, extend out from the city line for almost 25 miles. The smallest circle, C, represents the city. All three areas are dependent upon one another for certain things like jobs, transportation (air, rail and truck), sports and major entertainment events, colleges and universities, museums, and shopping areas. The entire diagram represents a <u>metropolitan area</u>.

R S P

S C S

R S R

A Metropolitan area is a combination of city, urban, suburban, and rural areas. Metropolitan areas have the same name as the cities they surround. For example, there is Metropolitan Boston, Metropolitan New York, Metropolitan Baltimore, Metropolitan Dallas, Metropolitan Los Angelos, etc. In 1970, 73.5% of all of the people living in the United States lived in Metropolitan areas. In the future, experts predict that more and more people will live in metropolitan areas.

Some metropolitan areas are beginning to run into each other. There is only 50 miles between Baltimore, Maryland and Washington, D.C. These two metropolitan areas have grown so much that their areas overlap in some places as this diagram shows.

Metropolitan Washington

Metropolitan Baltimore

C

Drill: Use the diagram to help you answer the questions.

1. Which letter do you think represents cities? (X)
2. Which letter do you think represents suburban areas? (Y)
3. Which letter do you think represents rural areas? (Z)
4. Which letter represents the area that is losing population? (X)
5. Which letter represents an area that is gaining population? (Y)
6. Which letter represents an area where only 5% of the people live? (Z)
7. What would a combination of the circles represent? (Metropolitan area)

Check home assignment and relate information to interaction in Metropolitan Areas.

Activity 1: Ditto #4 - Metropolitan Areas - Student atlas with United States Map

Explanation: We are going to take a look at a map of the United States which shows where metropolitan areas are located. The map will show us where most of the people in the United States, 73.5%, live.

Instructions: Open your atlas to the map of the United States on page _____. This map has the names of major American cities on it. I want you to answer the questions below the map by matching the metropolitan areas shown on that map with the names of the cities and states shown on the map in the atlas.

Activity 2: Transparency #2 - 12 Major Urban Regions Projected by Year 2,000

Explanation: We have worked with a map which shows where most of the people in the United States live today. Experts tell us that by the year 2,000, most Americans will live in the shaded areas on this map.

These large areas will be the result of today's metropolitan areas meeting or overlapping. Each of these areas are called megalopolis.

1. How many megalopolis' will there be in the year 2,000? (12)

2. Will Baltimore be part of a megalopolis? (Yes)

I want you to use the Metropolitan Area Map and shade in lightly with a pencil the areas that will be megalopolis' by the year 2,000.

Summary: Match the word in Column A with the meaning in Column B.

Column A	Column B
_____ 1. City	a. Combination of urban, suburban, and rural areas.
_____ 2. Metropolitan Area	b. A large number of people living in a developed, concentrated, permanent settlement with given boundaries.
_____ 3. Megalopolis	c. A combination of metropolitan areas.

Home Assignment:

Think of a name for each of the following megalopolises.

1. Boston To Washington

2. Chicago to Pittsburgh

3. San Francisco to San Diego

Episode 1

Ditto #4

Metropolitan Areas

METROPOLITAN AREAS

- 500,000 TO 1,000,000
- 1,000,000 TO 2,000,000
- 2,000,000 TO 5,000,000
- 5,000,000 AND OVER

Ditto #4 Con't

Questions:

1. What three metropolitan areas have a population of more than 5 million people?

   a. New York
   b. Chicago
   c. Los Angeles

2. What nine metropolitan areas have a population of between 2 and 5 million people?

   a. Boston, Massachusetts
   b. Philadelphia, Pennsylvania
   c. Baltimore, Maryland
   d. Washington, D.C.
   e. Pittsburgh, Pennsylvania
   f. Cleveland, Ohio
   g. Detroit, Michigan
   h. St. Louis, Missouri
   i. San Francisco, California

3. What fifteen metropolitan areas have a population of between 1 and 2 million people?

   a. Buffalo, New York
   b. Milwaukee, Wisconsin
   c. Indianapolis, Indiana
   d. Cincinnati, Ohio
   e. Atlanta, Georgia
   f. Tampa, Florida
   g. Miami, Florida
   h. Houston, Texas
   i. Dallas, Texas
   j. Kansas City, Kansas
   k. Minneapolis, Minnesota
   l. Denver, Colorado
   m. San Diego, California
   n. Portland, Oregon
   o. Seattle, Washington

4. What twenty-eight metropolitan areas have populations between 500,000 and 1 million people?

   a. Providence, Rhode Island
   b. Hartford, Connecticut
   c. Springfield, Massachusetts
   d. Albany, New York
   e. Syracuse, New York
   f. Rochester, New York
   g. Youngstown, Ohio
   h. Newark, New Jersey
   i. Richmond, Virginia
   j. Norfolk, Virginia
   k. Winston-Salem, North Carolina
   l. Jacksonsville, Florida
   m. Birmingham, Albama
   n. Nashville, Tennessee
   o. Louisville, Kentucky
   p. Dayton, Ohio
   q. Columbus, Ohio
   r. Toledo, Ohio
   s. Akron, Ohio
   t. Grand Rapids, Michigan
   u. Memphis, Tennessee
   v. Oklahoma City, Oklahoma
   w. Omaha, Nebraska
   x. Phoenix, Arizona
   y. Salt Lake City, Utah
   z. Sacramento, California
   aa. San Antonio, Texas
   bb. Fort Worth, Texas

Transparency #2

Americans To Megalopolis

12 MAJOR URBAN REGIONS PROJECTED

BY YEAR 2000

Highlighted Areas Represent
218 Million People
71% of Mainland U.S. Population

Population Growth
and Distribution

"Toward Balanced Growth: Quantity with Quality"

Report of the National Goals Research Staff, The White House

July 4, 1970. p. 43.

Episode II

Unit: B-More

Topic: Baltimoreans

Objectives:

The student will be able to identify:

a. who migrated to Baltimore.
b. when they migrated to Baltimore.
c. why they migrated to Baltimore.
d. what the various immigrants helped to form.

Materials:

Ditto #5 - The Ethnic Composition of Baltimore
Transparency #3 - Baltimore Time Line
Ditto #6 - Ethnic Facts and Figures
Ditto #7 - Baltimore's Ethnics, A Word Search

Drill:

Translate the following "Balamerese" sentences. Write each of the following sentences and correct the spelling of the underlined "Balamerese" words.

1. The buoy a<u>s</u>ed his mother for some arnjoos.
(boy, asked, orange juice)

2. Doll the far department, A stewer on Patapsico Street is on far. (dial, fire, store, Patapsco, fire)

3. The clays palled on the beero should be hung on the dewer.
(clothes, piled, bureau, door)

Explanation:

The words that were underlined in the sentences are spelled the way that many people who live in Baltimore pronounce them. This special way of talking is often called "Balamerese". Balamerese is the special or unique way that many people who live in Baltimore Speak. It is a mixture of Virginia Southern, Pennsylvania Dutch, Brooklynese, and a bit of British Cockney.

Who would like to read the sentences as they are written on the board? What is the correct spelling of the underlined word? Have you ever heard someone pronounce this word (indicate by pointing) like this (Balamerese prounciation)?

Questions:

1. Do you know any Balamerese words not in the drill? What are they?
2. How do you think that the language, Balamerese, came into being?

Episode II

Motivation:

Option 1:

A. Show pictures of Baltimore's various ethnic groups.
B. Read Ditto #5 - The Ethnic Composition of Baltimore.
C. Questions:

1. Do you think that all of these people came to or migrated to Baltimore at the same time?
2. When do you think that most people began to move into or migrate to Baltimore?

Option 2: Materials: soup pot, large spoon

Part 1: index cards with names of various ingredients for stew, i.e. meat, potatoes, onions, carrots, celery, tomatoes, etc.

Part 2: index cards with names of various ethnic groups, i.e. Irish, German, Black, Jew, Greek, British, French, Dutch, Swedish, American Indian, Polish, etc.

Procedure:

Part 1: Simulate making a pot of stew. Drop each ingredient into a pot, stir and indicate a 5 hour time laps. One at a time, remove each ingredient card from the pot and ask:

1. Is this (carrot, onion, etc.) still a (carrot, onion, etc.)? (Yes)
2. Besides being a (carrot, onion, etc.), what else is this (carrot, onion, etc.)? (A part of the stew - a part of the whole)

Part 2: Repeat Part 1's procedure, but substitute ethnic name cards for ingredients. Stir and indicate a 100-year time laps. One at a time, remove each ethnic card from the pot and ask:

1. Is this person still a (Greek, German, Black, Pole, etc.)? (Yes)
2. Besides being a (Greek, German, Black, Pole, etc.), what else is this person? (A part of the whole)

Explanation: In this unit, we are going to investigate Baltimore City and the comings and goings of the people. We will look at the city in the past, at the present time and make predictions about the future of our city.

We have mentioned a number of ethnic groups that make-up the population of Baltimore City. When do you think that most of these groups began to move into or migrate to Baltimore?

Episode II

Activity 1: Transparency #3 - Baltimore Migration Time Line

On this transparency, I have drawn a line. Together, we are going to change this line to a time line. When we finish, the time line will tell us which ethnic groups migrated to Baltimore and when the major migration took place.

To the right of the line, I have written the information we will place on the time line. Which event belongs here? (Indicate top line of time line.)
REPEAT FOR EACH EVENT UNTIL THE TIME LINE IS COMPLETE.

We now know who or what groups of people make up Baltimore and we know when the major migration into Baltimore took place. Together, regardless of when they came, what did all of the people who migrated here help to form? (city)

Activity 2:

1. Read paragraphs and charts on Ditto #6 - Ethnic Facts and Figures.

2. Questions, Chart #1

   a. What language did most Baltimoreans speak at home? (English)
   b. What foreign language did the largest number of Baltimoreans speak at home? (German)
   c. How many people spoke Hungarian at home? (740)
      Repeat for: Polish (15,785)
      Swedish (307)
      French (3,688)
      Spanish (5,010)
   d. What percentage of Baltimoreans spoke a foreign language at home?
   e. What might be some of the languages spoken by the 2.3% of the people whose languages are not listed? (Chinese, Arabic, etc.)
   f. What conclusions might you make, based on the figures on the chart, about the ethnic background of Baltimoreans? (Possibilities: More Germans and Poles than other ethnic groups, Very few Swedish or Hungarian ethnics, etc.)

3. Questions, Chart #2

   a. From which two countries have the largest number of immigrants been coming to Baltimore? (German, Poland)
   b. What percentage of the foreign born and first generation population of Baltimore is from:

      Canada (2.5)
      U.S.S.R. (12.7)
      Greece (3.7)
      Japan (0.3)
      Finland (0.1)

c. From which country, Rumania or the Netherlands, have the most people been immigrating to Baltimore?
d. How many people have immigrated to Baltimore from countries not listed? (12,523). From what countries might they be coming? (India, Israel, Somalia, etc.)
e. What conclusions might you make, based on the figures on the chart, about the ethnic background of Baltimoreans? (Possibilities: Baltimoreans come from more than 27 different foreign countries. There are a lot of German, Polish, and Italian ethnics living in Baltimore, etc.)

Summary:

Match the Who, When, What, Why of Baltimore City with facts from the lesson. Exercise can be oral, can be duplicated, or put on the board.

C 1. WHO migrated to Baltimore?	A.	individual reasons
D 2. WHEN did they migrate?	B.	1798 - 1918
G 3. WHAT did they help to form?	C.	Many different ethnic groups
A 4. WHY did they come?	D.	1729 - 1974
	E.	make money
	F.	Europeans
	G.	Baltimore City

Home Assignment: Ditto #7 - Baltimore's Ethnics, A Word Search

Instructions: Circle the names of the ethnic groups that live in Baltimore. The names are across, down, up, and diagonal.

Episode II

Ditto #5

The Ethnic Composition of Baltimore

Citizens of Baltimore

Like most large cities--like the United States itself--Baltimore has a population that includes people of many different races and nationalities. The pattern in Baltimore, set in its earlier days, has been maintained with some additions in recent years. The 1970 United States' Census counted 905,759 inhabitants, placing Baltimore as the seventh largest city in the nation. This great population growth has come about chiefly through immigrants. These are people who have come here from other parts of the United States, as well as from foreign lands, and their descendants.

The blacks represents the largest group in Baltimore, numbering slightly over 50 percent of the population. It is believed that blacks have been here from the time of the earliest settlements. Blacks were initially found in the inner city, but now live in all parts of the city.

The next largest is that of English, Irish, and Scottish ancestry. They represent, in part, at least, the "old families." They live in no particular section of the city, being found in older, as well as newer, neighborhoods.

People of German stock form another large group. For a long time they were a group apart, with their own churches, schools, newspapers, and social activities. They spoke their native language and followed their native customs.

Late in the nineteenth century, many Italians began to come to Baltimore. At first they lived chiefly in the south-east part of the city. Here they had their churches, their restaurants, and their stores. Now they have spread out from "Little Italy" and live in all sections of the city.

A somewhat smaller group, the Jewish community in Baltimore, has been an influential one. Jewish soldiers fought in the army of the Revolution and Jewish merchants gave large sums of money to the cause. Jews are proud of their ancient religious heritage and fine family relationships. They have been among our leading scholars, musicians, and business and professional men. They are well known for their generous gifts to charity and worthy causes and for their support of community activities. Whereas most of them originally live in an East Baltimore area with other immigrants, many now live in other sections, especially in the northwest.

People from eastern European countries--Lithuanians, Poles, Ukrainians, Czechs, Russians--began settling in Baltimore in the latter part of the nineteenth century and have continued. Many have come as refugees from wars and persecutions. Like the Italians, these groups developed their own centers of population (Locust Point, Southwest Baltimore, Northeast Baltimore).

The latest large group to settle in Baltimore comes from the southern states. Ever since World War II there has been a steady and increasing stream of people from the south. These new-comers are drawn here by employment opportunities and the hope of better education for their children.

Baltimore also has smaller groups, such as the Greeks, Chinese, Lumbee Indians, Japanese, Hawaiians, Filipinos, French and Hungarians.

Transparency #3

Baltimore Time Line

(10) 1892 - Afro-American Newspaper first published

(14) 1914 - 40,000 immigrants arrived in Baltimore

(1) 1729 - Mr. Cole starts farm in area now Baltimore

(18) 1956 - Southern Worker

(5) 1848 Irish

(2) 1740 - English - Scotch

(9) 1890 - Chinese

(7) 1871 - Polish

(6) 1870 - Baltimore becomes major port for immigrants

(8) 1872 - Jews

(3) 1833 - 1,617 Germans and Swiss living in Baltimore

(17) 1947 - European displaced persons

(15) 1918 - Southern Blacks

(4) 1840 - Italians

(12) 1909 - Bohemian Telegraph Newspaper published

(11) 1900 - Russian, Rumanians, Latins, Lithuanians, Hungarians, Greeks, Ukranians

(13) 1910 - Swedish, Danish, Norwegians

(16) 1942 - West Virginians

Episode II

Ditto #6

Ethnic Facts and Figures

Many people did not speak English when they immigrated to Baltimore City. One of the first things immigrants learned to do was speak English. In some homes both English and a foreign language were spoken.

Below is a chart from the 1970 United States Bureau of the Census Report. The chart shows what languages were spoken in the homes of Baltimoreans when they were children.

Chart #1

	Number	Percent
Total Population	905,759	100.0%
English Only	753,266	83.2%
French	3,688	0.4%
German	17,189	1.9%
Hungarian	740	0.1%
Italian	12,812	1.4%
Polish	15,785	1.7%
Russian	1,399	0.2%
Spanish	5,010	0.6%
Swedish	307	0.0%
Yiddish	12,275	1.4%
All Other	20,482	2.3%
Not Reported	62,804	6.9%

In the chart above you read that there were 905,759 people living in Baltimore City in 1970. Not all of these people were born in Baltimore City. The parents of these people were not all born in Baltimore City either.

The chart on the following page will show you the number of people in 1970 who were foreign born, not born in the United States, or whose parents were foreign born and are called first generation Americans.

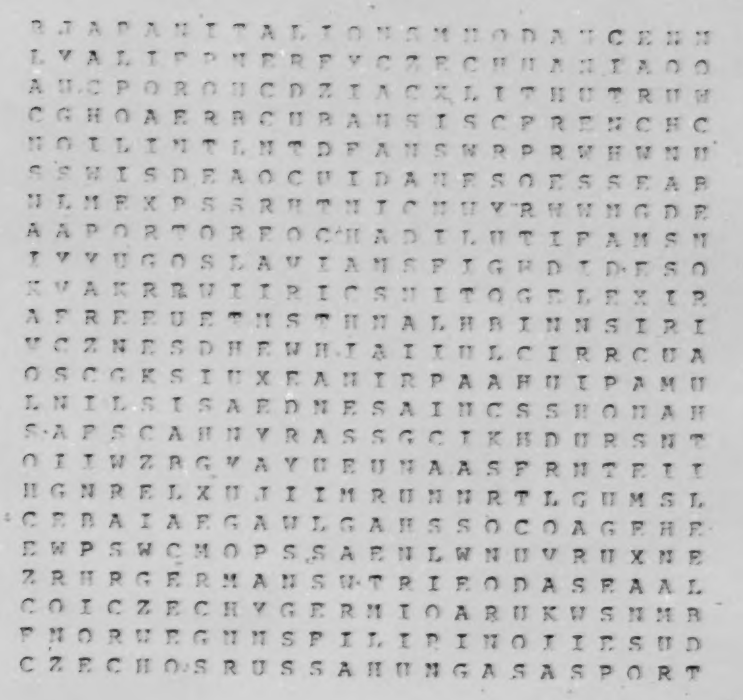
Episode II

Chart #2

	Number	Percent
Total Foreign Born and First Generation	100,235	100.0%
Austria	2,689	2.7%
Canada	2,545	2.5%
China	1,067	1.1%
Cuba	457	0.5%
Czechoslovakia	2,785	2.8%
Denmark	278	0.3%
Finland	95	0.1%
France	934	0.9%
Germany	14,478	14.4%
Greece	3,731	3.7%
Hungary	1,445	1.4%
Ireland	3,767	3.8%
Italy	12,983	13.0%
Japan	319	0.3%
Lithuania	3,119	3.1%
Mexico	344	0.3%
Netherlands	388	0.4%
Norway	562	0.6%
Philippine Islands	1,123	1.1%
Poland	14,138	14.1%
Portugal	216	0.2%
Rumania	949	0.9%
Sweden	461	0.5%
Switzerland	261	0.3%
U.S.S.R.	12,744	12.7%
United Kingdom	5,383	5.4%
Yugoslavia	451	0.4%
All Other	12,523	12.5%

Ditto #7

Baltimore's Ethnics, A Word Search



Instructions: Circle the names of the ethnic peoples who live in Baltimore. The names are across, up, down, and diagonial.

Yugoslavians	Blacks	Hungarians
Swedish	Chinese	Finns
Canadians	Russians	French
Cubans	Mexicans	Germans
Swiss	Irish	Japanese
Polish	Greeks	Lithuanians
Italians	English	Dutch
Blacks	Czechoslovakians	Norwegians
Pilipino	Danes	Portuguese
		Rumanians

Unit: B-More

Topic: City Growth

Objective:

- The students will demonstrate the advantages and disadvantages of city growth.
- Given an outline map of Baltimore City and historical facts on the physical growth of Baltimore, the student will indicate the physical growth of Baltimore on the map and construct an appropriate legend with 80% accuracy.

Materials:

Ditto #8 - Baltimore's Waistline
Ditto #9 - Your Own Thing
Ditto #10 - More Historical Data
Ditto #11 - Bigger and Bigger
Crayons, 4 different colors, optional

Episode III

A

Drill:

Unscramble the letters to spell the names of the five major ethnic groups that live in Baltimore.

akshcl (Blacks)
ngsaenr (Germans)
spihlo (Polish)
linastai (Italians)
sasnsriu (Russians)

Activity 1: Ditto #8 - Baltimore's Waistline

Questions

1. In which year did the people of Baltimore have the most space? (1752)

2. As the population grew, did the boundaries of the city grow? (Yes)

3. Which grew faster, the population or the boundaries? (Population)

Activity 2: Role Playing - divide the class into groups of 3-5 students. Each group is to:

1. Choose any one of the following roles or combination of roles: realtor, city planner, citizen taxpayer, new immigrant, doctor, school superintendent, merchant, clergyman, fireman, politician, mortician, policeman, sanitation department worker or a transit department driver.

2. Choose any year on the "Baltimore Waistline Chart."

3. Discuss the city growth and its advantages and disadvantages from the point of view of the role or roles they chose.

4. Plan to demonstrate in some manner, their points of view, to the class.

Summary:

Each group should present its demonstration to the class.

The students should be encouraged to comment on the presentations.

a. Were the roles realistically portrayed?
b. Were the advantages and disadvantages included in the presentation realistic from the point of view of the assumed roles?
c. Did the presenters speak loudly enough? Were they clearly understood?
d. Did the presenters put a lot of thought into their presentations?

Episode III

Home Assignment: Ditto #9 - Your Own Thing

Choose any one of the projects listed on the sheet entitled "Your Own Thing." Begin to work on your individual project. Your project will be due _____.

This list is not exhaustive. The teacher is encouraged to add, delete, modify, adapt etc. these activities to meet the needs and skill development of those students with whom he works.

Ditto #8

Baltimore's Waistline

YEAR	POPULATION	SIZE IN ACRES OR MILES
1752	200	143 Acres
1790	14,000	801 Acres
1820	63,000	14.71 Miles
1850	169,000	14.71 Miles
1880	332,000	14.71 Miles
1910	558,000	32.19 Miles
1940	859,000	91.93 Miles
1970	906,000	91.93 Miles

Episode III

Ditto #9

Your Own Thing

Instructions: Below are nineteen suggestions for individual projects. Choose one of the projects listed or speak to the teacher about a project that you think of and would like to do.

1. Research the history of your school neighborhood or home neighborhood. Include history, geography, strengths, weaknesses, problems, and possible solutions.

   Prepare:

   a. oral report to class
   b. or a play
   c. or a visual

2. Interview several (10) people and record their answers to the question - "What Do You Like Most About Living in Baltimore City?"

   Prepare:

   a. oral report to class
   b. or a play
   c. or a poem including response
   d. or a visual which shows why people like to live in Baltimore.

3. Select two places (street locations) on a map of the metropolitan Baltimore area. One place must be located within Baltimore City. The other place must be located in one of the counties. Compute the distance in miles that a person who lives in each place must travel to reach One Charles Center. Compute the cost of galoline (figure the mileage distance twice a day, for 5 days a week). List the possible transportation difficulties faced each day by the person who lives in the city. List the possible transportation difficulties faced each day by the person who lives in the county.

   a. present findings orally to class
   b. prepare a learning station using the findings
   c. prepare a visual

4. Write to the Baltimore City Chamber of Commerce. Ask for literature about Baltimore City.

   Prepare:

   a. a bulletin board
   b. or a fact sheet - facts about Baltimore
   c. or a commercial advertising Baltimore City
   d. or a poster advertising Baltimore

Ditto #9 Continued

5. Preview various audio-visual materials in school library. Select the one which, in your opinion, is best about Baltimore and show it to the class. Prepare questions for discussion about the visual.

6. Interview some older relative or neighbor. Ask him about life in Baltimore City in the past.

    a. present findings orally to class
    b. ask the teacher to invite this person to speak to the class

7. Collect pictures, photographs, etc. of life in Baltimore in the past.

    a. prepare a bulletin board
    b. or a photography album
    c. select one photograph and write a story about the people and their life in Baltimore City

8. Take a 50¢ ride on the M.T.A. around Baltimore on a Sunday. Ask a friend to join you. Write down the new places and things you saw.

    a. report orally to class
    b. prepare an advertisement for the M.T.A. to promote seeing the city by bus on Sunday

9. List all of the places you have vistied in Baltimore City. List all of the places you would like to visit in Baltimore City. Visit one of the places you have not visited before.

    a. report orally to class
    b. plan a commercial to encourage other people to visit the place you visited

10. Write a letter to the editor of one of the local newspapers: News American, Morning Sun, Evening Sun, or Afro-American. In your letter, express your opinion about life in Baltimore City. Include concerns for the future and any possible solutions you might have.

11. Interview a friend, relative, teacher, clerk or some other person you know and record his response to the question - "Why Do You Live in the County?"

    a. present an oral report to class
    b. or prepare a play
    c. or a poem including responses
    d. or prepare a visual which shows why people like to live in the suburbs

12. Plan and construct a model city. Include all of the services, living conditions, housing, parks, play grounds, schools, health centers, etc., which you think make up the perfect city.

13. Collect newspaper articles about life in Baltimore City. Make a scrap-book or bulletin board display.

14. Write a letter to your State Senator or Delegate asking him/her what he plans to do to help Baltimore (solve a particular issue such as housing, unemployment etc.).

15. Write a letter to your United States Senator or Congressman asking him/her what he plans to do to help solve the problems of American Cities.

16. Write a letter to the Chamber of Commerce of any major American city and ask them to send you information and materials about their city.

    a. report orally on the city
    b. or prepare a chart which shows facts about the city
    c. or make a poster which shows various aspects about life in the city
    d. or make a chart in which you compare life in Baltimore City with life in the city you chose

17. Prepare a slide presentation for the class with commentary on any Baltimore City neighborhood.

18. Prepare a Family Time Line. Begin the time line in the year in which the first family member migrated to Baltimore. Include important family information on the time line such as births, deaths, moving from one apartment/house to another, etc. Illustrate the time line with photographs, drawings, cartoons, etc.

19. Illustrate in some manner the migration pattern to and from cities.

Episode III

B

Drill: True or False

1. The population of Baltimore grew faster than the boundaries. (true)
2. Baltimore attracted people from different ethnic backgrounds. (true)
3. It was necessary for Baltimore City to increase its boundaries once. (false)
4. Baltimore's size is 91.93 square miles. (true)
5. The population of Baltimore caused the city to extend its boundaries. (true)

Activity 1: Read Ditto #10 - More Historical Data.

Questions:

1. How many acres were bought in the original purchase that became Baltimore? (60)
2. How large was Jonestown? (10 acres)
3. How many acres were in Howard's Timber Neck? (135)
4. How many acres did Baltimore town have in 1799? (808) How many miles is 808 acres? (126)
5. In what year was the largest amount of land annexed to Baltimore City? (1918) How much land was annexed? (59.74 miles)
6. From whom did Baltimore City acquire land? (Baltimore and Anne Arundel Counties)
7. How much land area does Baltimore City have? (78.72 square miles)
8. How much water area does Baltimore City have? (13.21 square miles)

Activity 2: Map Ditto #11 - Bigger and Bigger

1. Color or construct symbols to indicate the 4 major land annexations to Baltimore City.
2. Make a legend for the map. In the legend include:
   a. year land annexed
   b. amount of land annexed

Episode III

Summary:

1. Draw 2 stick figures. Each figure should have a "balloon" for dialogue.

2. Have each figure make a statement about the growth of Baltimore City.

Home Assignment: Work on your individual projects.

Baltimore
More Historical Data

		Acres
1729	Original purchase	60
1745	Jonestown	10
1747	Harrison's Marsh (Parts of)	18
1760	Part of Cole's Harbor, etc.	25
1763	Balance of Cole's Harbor	30
1765	Lunn's Lot-Conway and Barre Streets	35
1766	Balance of Harrison's Marsh	21
1973	Part of Plowman's, Philpot's and Fell's land	80
1781	Steiger's Meadow (Gay and Front)	18
1781	Tracts (Eutaw and Lexington)	115
1782	Howard's Timber Neck	135
1782	Kemp's Addition	127
1782	Parker's Haven	116
1782	Gist's Inspection	11
1799	Saratoga and Eutaw	7
	Total	808

1799	Total Acres in Square Miles	1.26
1816	Annexed Square Miles	13.45
1888	Annexed Square Miles	17.48
1918	Annexed Square Miles	59.74

Boundary Lines Established 1816 — 14.71 Square Miles

Boundary Lines Established 1888 — 32.19 Square Miles

Land Area	30.14 Square Miles
Water Area	2.05 Square Miles
Total	32.19 Square Miles

Boundary Lines Established 1918 — 91.93 Square Miles

Land Area	78.72 Square Miles
Water Area	13.21 Square Miles
Total	91.93 Square Miles

Annexed From Baltimore County

Land Area	42.84 Square Miles
Water Area	5.16 Square Miles
Total	48.00 Square Miles

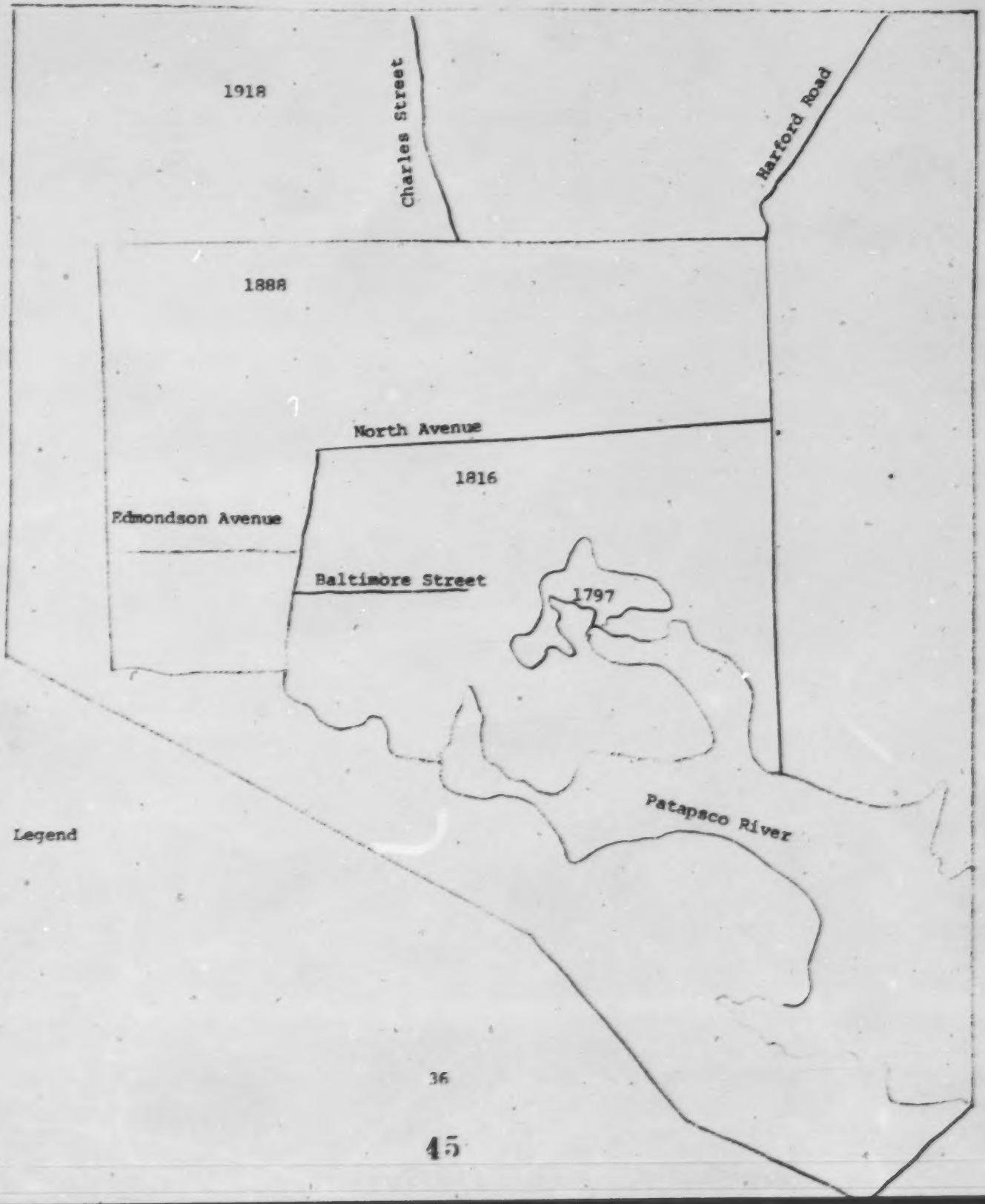
Annexed From Anne Arundel County

Land Area	5.74 Square Miles
Water Area	6.00 Square Miles
Total	11.74

Episode III

Ditto #11

Bigger and Bigger



Episode IV

Unit: B-More

Topic: Baltimore Today: At Home

Objectives:

- Given a map of Baltimore City which indicates density, the student will interpret the map with 80% accuracy..
- Given a Baltimore City Population chart, the student will interpret the chart with 80% accuracy.
- Given a map of Baltimore City which indicates density and a map of housing units, the student will compare density with the type of ownership with 80% accuracy.
- Given Baltimore City's housing code regulations regarding home and apartment living space for people, the student will apply the code to his own living situation with 70% accuracy.

Materials:

Map: Neighborhoods of Baltimore
Ditto #12 - B-More
Ditto #13 - Baltimore City Population
Ditto #14 - Housing Units, 1970
Ditto #15 - What Does Overcrowding Mean
Ditto #16 - How Do We Measure Up
Ditto #17 - Baltimore City Households

Episode IV

A

Drill: Fill in the blank with the missing word.

1. Today, the physical size of Baltimore City is almost (92) square miles.

2. People move to cities for (different) reasons.

3. The people who live in the city do not all have the (same) culture.

4. The growth of a city includes the increase of both the (population) and boundaries.

5. Another word for migration is (movement).

Activity 1: Show students the map, Neighborhoods of Baltimore

Explanation: There are 133 neighborhoods in Baltimore City. This map shows where all 133 neighborhoods are located.

Locate the neighborhoods of several students.

Not all of the neighborhoods in Baltimore City are the same. Some are more crowded than others.

Activity 2: Map reading, B-More Ditto #12

Part A: Question: Where do Baltimoreans live?
Explanation: This map of Baltimore City shows the 28 voting areas or wards in the city. In some wards the people live very close together. In other wards, each person has more living room. The word that is used to tell how much space each person has is "density." Density refers to the number of people who live within a certain area. A high density area is an area in which a lot of people live. A low density area is an area where there is more space for each person.

Part B: Look at the map. What does the note at the bottom say?

What does this note mean?

Part C: Write the word "Density" on the board. Under it, write the words high, medium, and low.

Part D: Questions:

1. Which wards do you think have a high density? (list ward numbers on the board next to high)

2. Which wards do you think have medium density? (list on board next to the word medium)

3. Which wards do you think have low density? (List on board next to word low)

4. Find your own ward. Is it high, medium, or low density?

5. What do you think the word distribution means?

6. Does this map show how the population of Baltimore is distributed?

7. According to this map, is the population of Baltimore equally distributed?

8. From looking at this map, do we get a clear picture of density and distribution in Baltimore City? Would having a few more facts help us to get a clear picture?

Part B: Correlate neighborhood map with density map to determine the density of given neighborhoods.

Activity III: Baltimore City Population, Ditto #13

Part A: Use the chart to check the figures on ward density which are on the board.

Part B: Questions:

1. What was the population of Baltimore in 1950? (949,708)

2. What was the population of Baltimore in 1970? (905,759)

3. What happened to the population of Baltimore between 1950-1970? (decreased)

4. In which ten year period, 1950-1960 or 1960-1970, did Baltimore lose the largest percentage of population? (1960-1970)

5. Which ward has the highest density? (6)

6. Which ward had the lowest density? (25)

Part C: Use a ruler or a piece of paper to help you keep place on this chart as together we determine which Baltimore City wards gained or lost population between 1960-1970.
(Draw a tally chart on board--appoint a recorder)

Gained Population	Lost Population
9,15,25,26,26,28	1,2,3,4,5,6,7,8,10,11,12, 13,14,16,17,18,19,20,22, 23,24

Activity IV: Comparison of ward map with chart on the board

Questions:

1. What do you notice about the wards that have lost population during the past 10-14 years? (inner city, high density)

2. What do you notice about the wards that gained population during the past 10-14 years? (fringe or outer area of the city, low density area)

3. What conclusions might one draw from these facts? (People prefer having more space--if they can afford to move from a high to a low density area, they do----density distribution in Baltimore is unequal)

Summary:

Use the words "population, density, distribution" and "migration" in one (two if necessary) sentence. The sentence should be related to our classwork today.

Home Assignment:

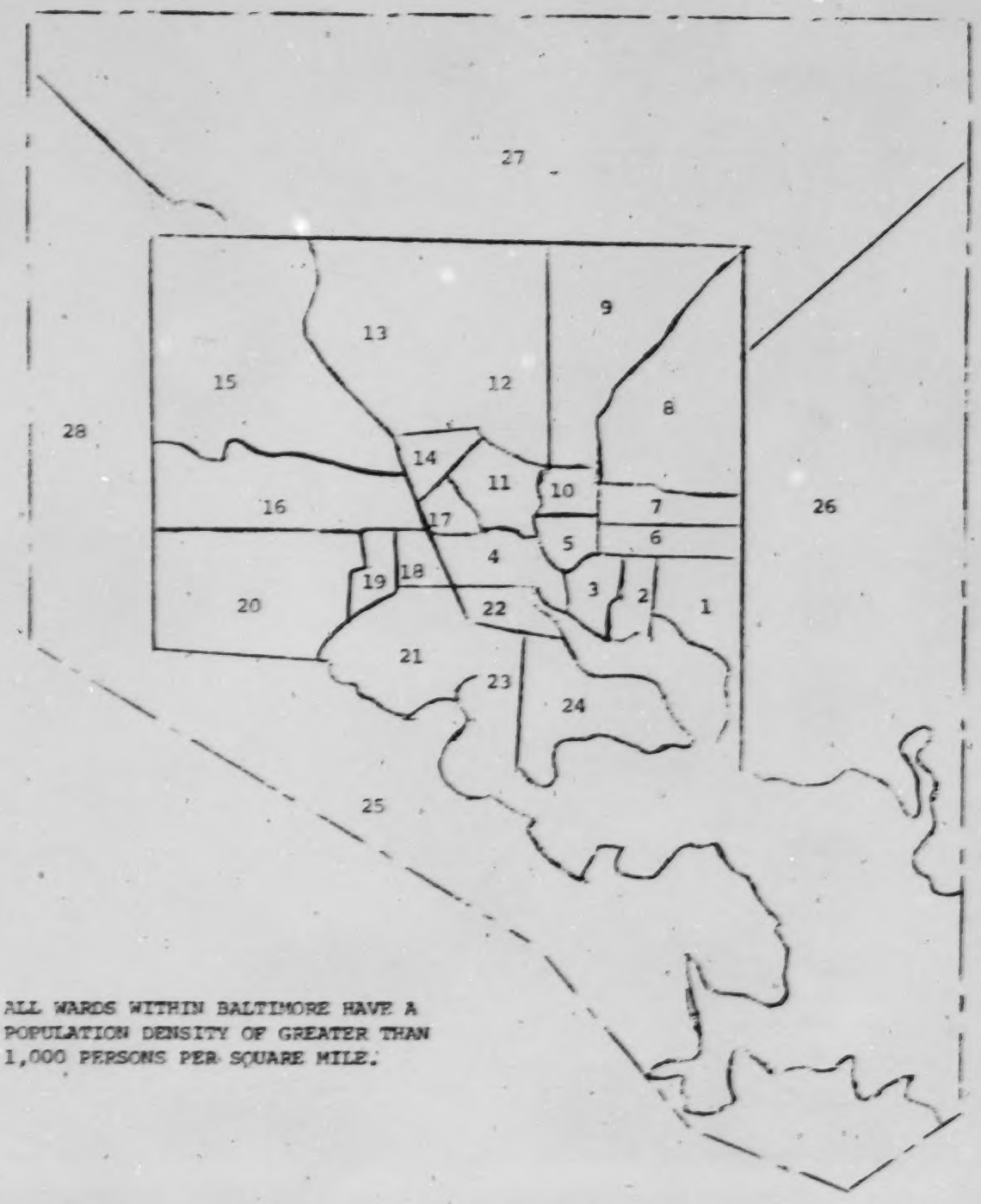
Option 1: Write a descriptive paragraph about the ward in which you live. Include the following kinds of information: Ward Number, councilman, density, population and services offered to the popul tion (parks, libraries, etc.).

Option 2: Color the map B-more to show the density and/or distribution. In the legend, be sure to include all of the necessary information related to your map.

Option 3: List the 28 wards in Baltimore City. Next to each ward, write the year that area became a part of the city. Use the map entitled "Bigger and Bigger", Ditto #11 to help you.

Ditto #12

B-More



ALL WARDS WITHIN BALTIMORE HAVE A POPULATION DENSITY OF GREATER THAN 1,000 PERSONS PER SQUARE MILE.

Ditto #13

Baltimore City Population

	1930	1940	1950	1960	1970	Percent Change 1950-1960	Percent Change 1960-1970	Population Density (Persons per Square mile
Baltimore City	804,874	859,100	949,708	939,024	905,759	-1.1	-3.6	11,465.3
Wards								
1	31,339	30,280	24,381	21,185	16,740	-13.1	-21.0	19,465.1
2	17,344	16,835	13,924	10,401	8,000	-25.3	-23.1	29,629.6
3	13,148	11,865	11,892	7,610	6,750	-36.1	-11.4	19,823.5
4	11,168	10,903	11,659	7,966	6,550	-31.6	-17.8	11,101.7
5	11,990	11,283	12,423	8,703	7,240	-30.0	-16.8	25,857.1
6	28,978	28,773	26,708	20,654	15,610	-22.7	-24.4	43,361.1
7	31,292	32,844	30,261	24,749	20,060	-18.2	-19.0	42,680.9
8	42,302	46,209	46,400	47,610	45,360	2.6	-4.7	21,703.3
9	40,471	43,743	45,094	44,610	46,310	-1.1	3.8	17,025.7
10	18,436	16,539	19,804	16,604	11,710	-16.2	-29.5	39,033.3
11	16,869	19,279	21,370	11,546	9,600	-46.0	-16.9	17,142.9
12	37,864	39,857	40,278	34,984	31,700	-13.2	-9.4	16,510.4
13	33,596	39,793	39,417	37,788	34,990	-4.1	-7.4	11,143.3
14	22,481	25,697	26,499	22,240	15,710	-16.1	-29.4	41,342.1
15	70,451	75,789	82,038	78,635	86,270	-4.2	9.7	18,355.3
16	44,301	49,222	53,771	51,779	51,060	-3.7	-1.4	37,901.6
17	16,571	19,392	19,991	13,287	8,410	-33.5	-36.7	31,148.1
18	17,032	18,715	19,688	15,462	10,320	-21.5	-33.3	38,222.2
19	21,373	23,632	24,717	20,477	14,040	-17.2	-31.4	33,428.6
20	43,964	45,243	45,419	46,224	44,950	1.8	-2.8	15,083.9
21	17,201	17,170	15,976	13,951	8,880	-12.7	-36.4	5,959.7
22	10,847	11,465	10,989	6,479	3,250	-41.1	-49.8	9,027.8
23	13,743	13,550	12,679	10,159	8,690	-19.9	-15.5	13,015.2
24	21,249	19,631	17,552	14,733	12,950	-16.1	-12.1	7,076.5
25	23,151	24,634	50,330	63,581	63,860	26.3	0.4	4,973.5
26	49,120	54,846	73,111	86,636	92,180	18.5	6.4	8,380.9
27	77,008	93,311	127,343	166,283	181,070	30.6	8.9	9,362.5
28	16,775	18,600	25,544	34,695	43,620	35.8	25.7	6,481.4

*These figures are estimates prepared by the City of Baltimore, Department of Planning.

Episode IV

B

Drill:

Each of the following sentences contains an error. Re-write each sentence to make it a correct statement.

1. The density of each Baltimore City ward is 800 people per square 2 miles (greater than 1000 people per square mile).

2. The population of Baltimore City has been increasing during the past 10 years. (decreasing)

3. The wards in Baltimore City have either high or low density. (high, medium, or low)

Activity 1: Ditto #14 map - Housing Units 1970

Part A: Explanation: Yesterday, we looked at a map of Baltimore City wards. We made a chart of those wards which are losing population and those wards which are gaining population. We discussed which wards have high, medium, or low density.

Today, we want to find out who owns the land in these wards and draw some conclusions.

1. Read Ditto #14 map - Housing Units 1970

2. Questions:

   a. What conclusions can you draw from this map about housing ownership in the downtown area? (renter occupied)
   b. What conclusion can you draw from this map about housing ownership in parts of the city other than the downtown area? (Mixed)
   c. Where are most of the parks located? (areas other than downtown areas)
   d. What kind of housing is most frequently next to park areas? (owner occupied)
   e. What percentage of the housing in Baltimore City would you say is renter-occupied? (55%)
   f. What percentage of housing in Baltimore City would you say is owner-occupied? (45%)

Part B: Question: Does density have anything to do with the type of housing units that are in the area?

1. List from 1 to 28 on a piece of paper.
2. Use dittoes numbers 12, 13, and 14.
3. Circle the ward numbers that have a high density.
4. Check the ward numbers that have a medium density.
5. Star the ward numbers that have a low density.
6. Next to the number of each ward, write an R if most of the people in the ward rent their homes. Write an O if most of the people own their homes. Write an M if there is an equal number of people who rent and own their homes.
7. Draw a conclusion about your findings. Write your conclusion in a sentence.

Activity 2: Ditto #15 - What Does Overcrowding Mean

Explanation: In addition to neighborhoods being overcrowded sometimes, homes and apartments are overcrowded. The Baltimore City Department of Housing and Community Development publishes a booklet entitled Check Your Home. The booklet gives all kinds of useful information about Baltimore City's housing code. Citizens can get the booklet free from the Department of Housing and Community Development. To get a copy call the office nearest to your home.

1. Northwest area office - 3006 W. Coldspring Land (542-5817)
2. Northeast area office - 4324 York Road (396-6046)
3. West area office - 1313 Druid Hill Avenue (396-0141)
4. East area office - 431 N. Caroline Street (396-0826)
5. South area office - 1211 Wall Street (685-3319)
6. Rosemont office - 818 N. Franklintown Road (396-0033)

Let's look at the housing code regulations for homes and apartments.

1. Read the housing code rules.
2. Questions:

   a. Can ceilings be any height for bathrooms and kitchens? (No)
   b. How many square feet must an apartment in a house have? (not less than 240 square feet)
   c. How many square feet of space must a bedroom have if it is shared by three teenagers? (170 square feet)
   d. How many square feet of space must a bedroom have if it is shared by two adults and a 1 1/2 year old baby? (155 square feet)
   e. How do you measure to find the number of square feet in a room? (multiply the length times the width)

Problems to practice:

25 feet X 10 feet = (250 square feet)

7 feet X 6 feet = (42 square feet)

12 feet X 5 feet = (60 square feet)

Summary: Complete the paragraphs below by filling in the missing words.

Density is the number of (people) who live in a certain area. Some neighborhoods have (high) density. Some (neighborhoods) have medium density. Some neighborhoods have (low) density.

In Baltimore City neighborhoods that have high density, most people (rent) their homes. Sometimes the homes they rent are (overcrowded) and do not meet the housing (code).

Home Assignment:

1. List the rooms in your home.
2. Measure the rooms in your home.
3. Compute the square footage for each room in your home.
4. Match your home with the housing code rules for the amount of space per person.
5. If you rent your home and your home does not meet the Baltimore City housing code, call the Department of Housing and Community Development and report it.

MAP 6

HOUSING UNITS - 1970

by Tenure, by Census Tracts

PREDOMINATELY OWNER-OCCUPIED

PREDOMINATELY RENTER-OCCUPIED

DEPARTMENT OF HOUSING AND COMMUNITY DEVELOPMENT BALTIMORE MARYLAND

Ditto #15

What Does "Overcrowding" Mean?

These are the rules:

Each dwelling unit must have

150 square feet for the first occupant

plus

90 square feet for each additional occupant over 1 year old

Each dwelling unit in a house which has been divided into apartments must have

one bedroom or living room at least 8 feet wide and with a total of at least 120 square feet

plus

a kitchen space not less than 30 square feet

plus

a bathroom that can be used

and

not less than 240 square feet in all

70 square feet

and if slept in by 2 or more must have

50 square feet

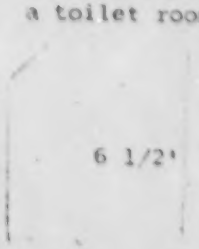
for each person over 12 years old

35 square feet

for each person 1-12 years old

The ceiling of half of a bathroom or a room used for living purposes must be 7 feet high

The ceiling of half of a toilet room must be 6 feet 6 inches high



In figuring how big a room is, any part of a room lower than 5 feet high doesn't count.

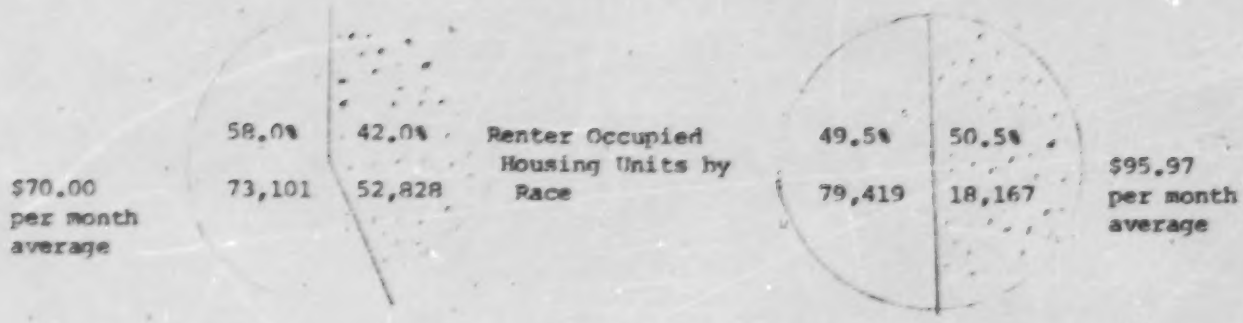
Each dwelling unit must have separate access to a hall, landing, stair or street.

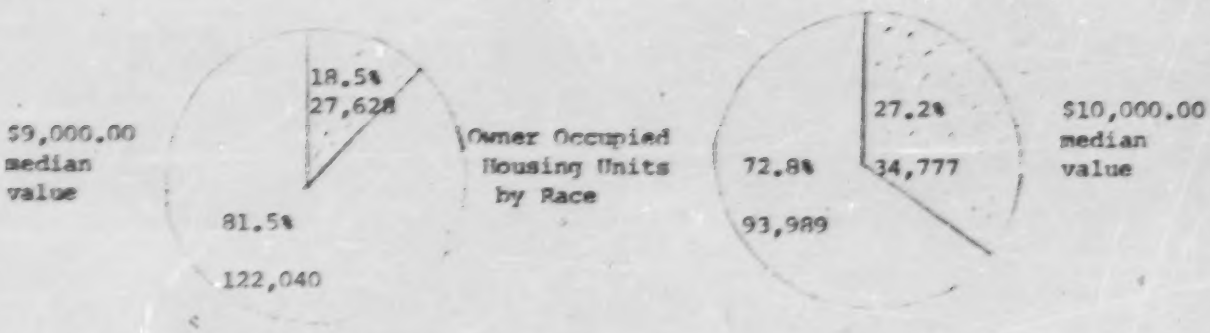
Planning Division Department of Housing and Community Development

Episode IV

C

Drill: Look at the figures below and answer the questions.





White

Non-white

Questions:

1. Did the number of people who rent homes increase or decrease between 1960-1970? (increase)

2. Between 1960-1970, which group of people who rent homes increased more, white or non-white? (non-white)

3. What conclusion can you draw about the race of people who rented homes in 1970 in Baltimore City? (1/2 are white, 1/2 are non-white)

4. What was the average rent increase between 1960-1970? ($24.97)

5. Did home ownership increase or decrease between 1960-1970? (decrease)

6. Which group of people shown on the graph increased in the number of homes they owned between 1960-1970? (non-white)

7. Between 1960-1970, by how much was the median value of homes increased? (1,000)

Activity 1: Ditto #16 - How Do We Measure Up?

1. Read chart

2. Using facts form chart, prepare a 2 minute radio announcement persuading people to move to Baltimore City or select another city and persuade people to move from Baltimore City to that city.

Summary: Student presentations

Home Assignment: Ditto #17

Episode IV

Ditto #16

How Do We Measure Up?

	Median No. Of Rooms Per Unit	% Of Units With All Plumbing Facilities	Median No. Of Persons Per Unit	% Of Crowded Units	Median Value, 1 Family Owner-Occupied Houses	Median Contract Rent Per Month
Baltimore City	5.3	98.2%	3.1	8.7%	$10,000	$ 90
Baltimore County	5.7	97.9	3.3	4.6	17,700	114
Anne Arundel County	5.5	95.6	3.2	7.2	19,500	115
State of Maryland	5.5	95.5	3.2	6.6	18,800	110
United States	5.0	93.1	3.1	8.2	17,000	90
Atlanta, Ga.	4.5	97.7	2.9	11.0	17,200	80
Charleston, W. Va.	5.0	95.9	2.7	5.4	19,000	72
Chicago, Ill.	4.5	95.7	2.9	9.9	21,200	108
Cleveland, Ohio	4.9	97.2	2.4	7.4	16,800	78
Dallas, Texas	4.8	98.4	2.5	9.0	16,700	110
Detroit, Michigan	5.1	97.3	3.0	7.5	15,600	80
Houston, Texas	4.8	97.8	2.7	10.2	14,500	97
Milwaukee, Wisconsin	4.8	95.9	2.4	7.3	18,000	95
Newark, N.J.	4.2	94.0	3.1	14.6	17,200	104
New Orleans, La.	4.3	96.5	3.0	14.3	21,000	69
Philadelphia, Pa.	5.6	97.7	3.0	6.3	10,700	76
Richmond, Va.	4.9	96.2	2.4	7.7	15,500	78
Washington, D.C.	3.9	97.7	2.7	12.2	21,300	110
Wilmington, Delaware	5.6	98.5	2.9	6.6	11,300	76

All figures from 1970 Census findings, United States Bureau of the Census.

Episode IV

Ditto #17

Baltimore City Households
1960-1970

Instructions:

1. Read the chart below.
2. Write a statement which tells what heppened in each household type between 1960-1970.

Husband-Wife Family	185,074	67.2%	158,136	54.7%	-14.6%
Other Families With Male Head	2,975	1.0	9,778	3.4	+228.7
Families With Female Head	38,198	13.9	46,929	16.2	+22.9
Two or More Unrelated Persons	8,337	3.0	10,124	3.5	+21.4
Persons Living Alone	41,013	14.9	64,382	22.2	+57.0
TOTAL	275,597	100.0%	289,349	100.0%	+5.0%

Episode V

Unit: B-More

Topic: Baltimore Today: At Work

Objectives:

The students will list three facts about employment in Baltimore City with 100% accuracy.

Materials:

Ditto #18 - Dollars and Cents
Ditto #19 - From A to Z
Graph paper

Drill: Interpret the symbols and write the sentence they stand for.

" and + make =

(Dollars and Cents make people happy.)

Activity 1:

1. Read Ditto #18 - Dollars and Cents

2. List three facts about employment in Baltimore.

3. Put the following headings on the board: Construction, Manufacturing, Transportation, Medical, Media, Retailing, Entertainment, Educational, and Service. Under each heading, the class should list the names of specific employers.

Activity 2:

1. Write a letter to the L, K, and R Company, manufacturers of Glots. In the letter, tell the President of the Company, Mr. Charles Lee II, why you think his company should move to Baltimore. Include at least three facts about employment in Baltimore in the letter.

Summary: List on board three facts about employment in Baltimore

Home Assignment: Ditto #19 - From A to Z

Episode V

Ditto #18

Dollars and Cents

Baltimore is a great city if you like dollars and cents. The geographical location of Baltimore helps the people earn the money they need to live. Baltimore has a lower unemployment rate than most other large cities.

Ships, trains, airplanes, and trucks can quickly and easily get products into and out of Baltimore. For this reason, many large and small industries are located in Baltimore. There are eight major industrial parks located in Baltimore at the present time. Plans are being made for seven more industrial parks.

Baltimore offers job opportunities in areas other than manufacturing and industry. Federal, State and City governments provide jobs for hundreds of thousands of people. Retail merchants and service related businesses like repairmen, gas station attendents, and dry cleaners also employ many Baltimoreans. Baltimore has fifteen hospitals and two medical schools. Thousands of Baltimoreans work in the medical field.

In 1974, 15,640 people worked in the Baltimore City Public School System. Many people work at jobs that provide leisure time activities for others such as restaurant, theatre, sports, and radio jobs.

People who are looking for jobs can consult the want ad sections of the daily newspapers. They can also visit the Employment Security Administration's main Baltimore office and inquire about the Job Bank. All job openings in the Baltimore area are listed in the Job Bank on a daily basis.

Ditto #19

From A to Z

Instructions: Use the names of as many raw materials which are produced in Baltimore City as you can to construct a word search puzzle.

Aluminum:
- Castings
- Core
- Extrusion
- Flooring
- Forgings
- Honeycomb
- Ingot & Shot
- Rod
- Sheets
- Siding
- Strip
- Tubes
- Wire

Asphalt

Bag, Paper

Barrells
- Steel
- Wooden

Bolts & Nuts

Boxes
- Paper
- Wood

Brass & Bronze
- Castings
- Ingots
- Nails

Brick

Bristles & Fibers

Canvas

Caps & Closures

Cement

Ceramic Colors & Glazers

Chemicals:
- Acetylene
- Aktone

Clays

Coke & Its Co-Products

Colors & Dyes

Concrete Block, Pressed

Copper:
- Billets
- Ingot Bars
- Rods
- Shapes
- Sheet
- Tubes
- Wire
- Wire Bars

Cordage

Cork

Cotton Duck

Drums, Steel

Excelsior

Felts, Floor & Roofing

Frits

Gasses, Industrial

Gem Stones

Glass Bottles & Jars

Grain Raw Products:
- Mills
- Wholesalers

Gravel

Gypsum

Iron:
- Castings
- Patterns

Lead:
- Alloys
- Caulking & Ballast Lead

Livestock:
- Cattle
- Hogs
- Poultry
- Sheet

Lubricating Oils

Lumber and Wood

Metal Cans

Metals

Nickle Castings

Oyster Shell (ground)

Paints, Enamels, Lacquers
Varnishes

Paper

Ditto #19 Continued

From A to Z

Paper Board

Plastics

Sand

Seafood

- Clams
- Crabs
- Fish
- Oysters

Soapstone

Steel-Carbon:

- Castings
- Forgings
- Pipe
- Plate
- Rods
- Seals
- Sheets
- Strapping
- Strip
- Structural
- Tubes
- Wire

Steel, Stainless:

- Bars
- Ingots
- Plates
- Sheet
- Strip

Stone (Building)

- Marble

Sugar-Refined

Talc

Tar

Titanium Alloys:

- Bar
- Sheet
- Strip
- Wire

Vegetable Raw Products

Veneers

Wallboard

Wire, Find Steel

Yeast

Zinc:

- Alloys
- Bars
- Castings

Episode VI

Unit: B-More

Topic: Baltimore Today: Something For Everyone

Objective:

Given a series of cartoon frames, the student will fill-in the balloons with information about leisure time programs and opportunities in Baltimore City with 80% accuracy.

Materials:

Ditto #20 - Baltimore I Love You
Ditto #21 - Dick & Jane, Ted & Alice, or Whomever

Episode VI

A

Drill: Match the categories in Column A with facts about Baltimore in Column B.

____ 1. employment	a. several
____ 2. neighborhoods	b. higher and lower
____ 3. geography	c. lower than other large cities
____ 4. density	d. good for transportation
____ 5. city	e. high, medium, low
	f. 133 different ones
	g. people
	h. higher than other larger cities
	i. buildings, stores, hospitals, etc.

Activity 1: Ditto #20 - Baltimore I Love You

1. Read the ditto
2. Role play the theme: "I'm so bored; there is nothing to do" or "I'm so busy doing things and going places, I never sit still."

Activity 2: Dick & Jane, Ted & Alice, or Whomever

Students are to fill-in the balloons with information about leisure time programs and opportunities in Baltimore City. Name the characters.

Summary: Students share role playing activities and cartoons with the class.

Home Assignment: Make a poster to illustrate the theme, "Smile, You're in Baltimore."

Episode VI

Ditto #20

Baltimore, I Love You

All over Baltimore people are saying, "Hey, man, this is a great place to be!" "I wouldn't leave Baltimore for nothin!" "I dig Baltimore, baby!" William Donald Schaefer, Mayor, has "Smile, You're In Baltimore" signs on billboards and sanitation trucks.

Lots of people love Baltimore. They love Baltimore because there are a lot of things to see and do in the city.

See and Do

Sports: Two professional teams, the Colts and the Orioles. PLUS, for do-it-your-selfers,

- 60 bowling alleys
- numerous tennis courts and tennis clubs
- 64 public bridle paths for horse back riding
- 7 golf courses
- 5 ice skating rinks
- numerous swimming pools
- hourse racing at Pimlico
- a variety of sports programs sponsored by the Parks and Recreation Department

Parks: There are 9 in the city. Each park has a number of varied activities for people of all ages. Druid Hill Park has a zoo with over 1,300 species of animals, birds, and reptiles.

Radio and Television Stations: There are more than 25 radio stations that one can listen to in Baltimore. Baltimore has six television stations. Many Baltimoreans can also watch the seven television stations of nearby Washington, D.C.

Cultural Activities:

- Baltimore Symphony
- Baltimore Civic Opera
- Peabody Institute
- Center Stage
- Baltimore Actors Theatre
- Numerous Amateur Theatre Groups

Museums:

- Baltimore Museum of Art
- Walters Art Gallery
- Maryland Historical Society
- Natural History Society of Maryland
- Maryland Academy of Sciences
- Neighborhood Art Galleries

Ditto #20 Continued

Historical Places:

- Fort McHenry
- B & O Transportation Museum
- U.S.F. Constellation
- Lexington Market
- Star Spangled Banner Flag House
- Carroll Mansion
- Babe Ruth House
- Shot Tower
- Washington Monument

Landmarks of Baltimore City:

- City Hall - 100 North Holliday Street

City Hall (1867-75) George A. Frederick - 100 Holliday Street

This elaborate marble structure with its lofty cast-iron dome covers a full city block. It was begun on April 11, 1867 and dedicated on April 28, 1875. The dedication ceremonies were extensively covered in the Baltimore Sun and the account celebrated an extremely rare occurrence in the history of the spending of public money -- Baltimore's City Hall was completed for a quarter of a million dollars less than the appropriation.

> "The structure is an ornament to the City and a monument to honest administration of public affairs. The total cost of the imposing pile, including the ground and its magnificent furniture throughout has been $2,271,135.65 out of an appropriation of $2,500,000 leaving a surplus of $228,864.36."

Designed by George A. Frederic, Baltimore's City Hall is an excellent example of the public building style popular after the Civil War. Although smaller in size, it is comparable in quality and style to the old State Department building in Washington, D.C. and the Philadelphia City Hall. Built of white marble from Baltimore County, its cast-iron dome by Wendell Bollman was manufactured in this City by the same firm that did the Capitol dome in Washington.

- Otterbein United Methodist Church - 112 West Conway Street

Otterbein Church (1785-86) Jacob Small, Sr. - 112 West Conway Street

Designed by Jacob Small, Sr., this is Baltimore's only 18th century Georgian style church building still in use today. It was built between 1785-86 for a congregation of Germans who, under the leadership of Pastor Phillip Wilhelm Otterbein, had separated from the Lutheran Church. In 1789, in this building, the Church of the United Brethren was organized and Pastor Otterbein was elected bishop. Now the church is part of the United Methodist denomination, following a merger in the 1960's.

Ditto #20 Continued

The building is unique architecturally. Its octagonal cupola is reminiscent of the work of the English architect, Christorpher Wren. Much of the original glass remains in the arched windows. The nails throughout the building were handmade and the bells, cast in Germany and installed in 1780, are still in use.

Pastor Otterbein's grave is in the churchyard, marked by a monument erected 100 years after his death.

. McKim Free School - 1120 East Baltimore Street

McKim Free School (1833) William Howard & William F. Small, 1120 East Baltimore Street

The McKim School was an innovation in education when it was built in 1833. Long a dream of John McKim, a successful Quaker merchant, it became a reality through his request of $600 annually for the support to be administered by the Society of Friends. The school flourished as a charitable institution until the spread and gradual improvement of public education at the turn of the century. Since then, it was functioned as a church and as headquarters of the McKim Community Center.

The building, designed by William Howard and William F. Small, reflects the popular interest in Greece during the 1820's, and it served as a model for other school architecture in the City. It is the most archeologically accurate building in Baltimore, being a copy of the Theseum and north wing of the Propylaea, in Athens.

. First Unitarian Church - 2-12 West Franklin Street

First Unitarian Church (1817-1819) Maximillian Godefroy - 2-12 Franklin Street

The First Unitarian Church is considered the masterpiece of Maximilian Godefroy, a French architect who emigrated to Baltimore in the early 1800's. It is nationally famous for the quality of its Classical Revival design. The restrained rectangular structure of stuccoed brick and stone, is enhanced by a well-proportioned portico crowned by a pediment on which is the figure of the Angel of Truth. This terra cotta sculpture is the work of the Antonia Capellano, likewise the sculptor of the Battle Monument. Towering above the central portion of the church is a dome, 55 feet in diameter.

The dedication of the church was held in 1818 and at that time, Dr. William Ellery Channing delivered a sermon which is still considered the keystone of Unitarian principles. Among the church's famous members was Rembrandt Peale. Jared Sparks, one of the early ministers, later became President of Harvard University. There is a small museum of historical material within the building.

Ditto #20 Continued

. Ebenezer African Methodist Episcopal Church - 18 and 20-30 West Montgomery Street

Ebenezer A.M.E. Church (1865) B. F. Bennet, Builder - 18, 20-30 West Montgomery Street

Ebenezer A.M.E. Church is a Baltimore Landmark chiefly because of its importance in Negro history. This is the oldest standing church built by a Negro congregation, most Negro churches having been purchased from white congregations. It stands on the site of an earlier church building erected in 1848 by the same congregation, which has been formed possibly as early as 1816. Several outstanding clergymen served the church, including Bishop Daniel A. Payne who was a founder of Wilberforce University, the oldest Negro University in the country.

The present church was erected in 1865. The architect is not known, and the exterior of the building has been altered. The interior, however, is notable for its massive ceiling beams of Georgia pine and its side balconies, supported by narrow columns.

. Municipal Museum of Baltimore (Peale Museum) - 225 North Holliday Street

The Municipal Museum of Baltimore (1844) Robert Cary Long, Sr. - 225 North Holliday Street

Erected by the artist Rembrandt Peale as his "Baltimore Museum and Gallery of Fine Arts" in 1814, the Peale Museum, as it is popularly known, is the oldest museum building in the United States and the second structure in modern history to be specifically designed and built as a museum for the public. The first was the Old Ashmolean Museum erected in 1682 at Oxford University. Robert Cary Long, Sr. was the architect for Peale's Gallery. Founded as an "elegant Rendezvous for taste, curiosity and leisure," it was an institution devoted to science as well as art. Peale's demonstration of gas illumination led to the founding of the Gas Light Company of Baltimore in 1817.

When Peale sold the building to the City in 1830, it became Baltimore's first City Hall. In 1876, the #1 Negro Grammar School opened there. The school was later expanded to include a high school curriculum and teacher-training courses. Restored and opened to the public in 1931 as "The Museum of the Life and History of Baltimore," it now contains a large collection of prints, paintings, photographs, etc. concerning Baltimore history as well as important paintings by members of the Peale family.

Ditto #20 Continued

. Carroll Mansion - 800 East Lombard Street

Carroll Mansion (1811) - 800 East Lombard Street

Restored and opened to the public in 1967, the Carroll Mansion is Baltimore's finest remaining town house in the early 19th century. Charles Carroll of Carrollton, last surviving signer of the Declaration of Independence, bought the house from Christopher Deshon in 1822 in the name of his daughter, Mary, and her husband, Richard Caton, a merchant-banker, used it as both a dwelling and an office. The "counting-house" on the ground floor still has the original safe with steel door paneled to match the wooden moulding of the room. The elder patriarch, the most famous and wealth Marylander of his time, made his winter home here during the last decade of his life. Many distinguished visitors paid their respects to him here, as recorded in published travel accounts. Carroll died in this building in 1832. The house was deeded in trust to his daughter Mary Caton and her daughter, Emily. Until 1914, when the building was purchased by the City of Baltimore on occasion of the Star Spangled Banner Centennial, the Carroll Mansion was used for various businesses. As City property, it housed Baltimore's first Vocational School and later Baltimore's first recreation center.

. Lovely Lane Methodist Church - 2200 St. Paul Street

Lovely Lane Methodist Church (First Methodist Church) (1882-1887)
Stanford White - 2200 St. Paul Street

This building is one of the most significant and forcefully designed landmarks in Baltimore. The work of the world-famous architect, Stanford White, Lovely Lane Church was built of Port Deposit granite in the Romanesque style. The massive bell-tower is reminiscent of the 12th century Santa Maria in Pomposa Church, near Ravenna, Italy. Dr. John F. Goucher, founder and president of Goucher College, was the pastor at the time the church was erected.

Although this building is the fifth home of its congregation, it is revered as the "Mother Church of American Methodism" because on Christmas Eve, 1784, in the original Lively Lane Meeting House, the Methodist gathered to organize their scattered churches into a single national body. The museum of Methodism is maintained by the Methodist Historical Society in the present building.

Ditto #20 Continued

. Lloyd Street Synagogue - 11 Lloyd Street

Lloyd Street Synagogue (1845) Robert Cary Long, Jr. - 11 Lloyd Street

Designed in the Greek Revival Style by Robert Cary Long, Jr. and dedicated in 1845, this is the first synagogue erected in Maryland and the third oldest in the country, preceded only by the Touro Synagogue in Newport, Rhode Island and Beth Elohim (1841) in Charleston, South Carolina. As the population shifted, the congregation dwindled and the building was put to other uses. It has a Lithuanian Roman Catholic congregation from 1880 to 1890. When it was about to be demolished in 1960, the Jewish Historical Society purchased it and restored the synagogue as a museum. Many of the original features of the building remain, including the wooden pews, women's balcony, the cast iron Passover bread service in the basement.

. Bethel African Methodist Episcopal Church - 1300 Druid Hill Avenue

Bethel A.M.E. Church (1868) N. H. Hutton and John Murdoch, 1300 Druid Hill Avenue

The Bethel A.M.E. Church has every characteristic of a landmark: architectural quality, prominence and historical interest. It is a fine example of 19th century Norman Gothic architecture, designed by N. H. Hutton and John Murdoch, who had also designed several other well-known Baltimore churches. This building, with its tall spire, is faced with white Maryland marble, hammered to give it a rusticated look. It is located on a prominent site and serves as a focal point on the horizon along Lanvale Street when viewed from the east.

The church was originally constructured in 1868 for St. Peter's Protestant Episcopal Church. It was sold in 1910 for $90,000 to the Bethel A.M.E. Church, a very old and important congregation, several of whose pastors later became bishops of the A.M.E. Church.

. Eutaw Place Baptist Church - 327 Dolphin Street

Eutaw Place Baptist Church (1869) Thomas U. Walter, 327 Dolphin Street

This church is the only building in Baltimore designed by Thomas U. Waster, the architect of the dome and wings of the United States Capitol and first president of the American Institute of Architects. It is a notable example of the neo-Gothic style of architecture, and it has been included in the Historic American Buildings Survey and mentioned in a number of architectural books. The church building, at the southern end of Eutaw Place, forms a fitting closure to the long vista of the park and its elegant structures.

Ditto #20 Continued

The congregation was established by a group of 133 members of the Seventh Baptist Church in order to serve the then growing suburban neighborhood. This active group ran a Chinese Sunday School and trained missionaries to China. During its first twenty-five years, the church members were influential in founding for new churches throughout the city.

. Eastern Female High School - 249 Aisquith Street

Eastern Female High School (School #116) (1869) R. Snowden Andrews, 249 Aisquith Street

The Eastern Female High School was one of the first high schools in the country to be built for the purpose of giving a comprehensive education to girls. Having been established in 1844 at another location, the new building was located at the corner of Aisquith and Orleans Streets. It was completed in 1870 and opened with an enrollment of 350 pupils. The total cost of the erection of the new school was $97,805.70.

The architect was R. Snowden Andrews, a prominent Baltimore architect of the Victorian era. Architecturally, the building is of the Italian Villa/Mannerist style. It is built of red brick with stone and white wood trim. One outstanding feature is the elaborate bracketing of the three towers at the roofline. The main section, which is recessed between two of the towers, has a wooden porch extending across the front.

This building is a fine example of the style of architecture favored at the time of the Civil War.

Churches:

There are over 1,220 churches in Baltimore City. They represent 41 different denominations and religions.

Libraries:

The Enoch Pratt Free Library has 26 branches and 2 book mobiles

Civic Center: Various activities throughout the year

. Ice shows
. Circuses
. Boxing, track and other sports events
. Trade shows
. Rock concerts
. Name entertainers

Ditto #20 Continued

Special Events: Listed in the newspaper. Baltimoreans can also call Voices of Baltimore, 396-1900, to find out what will be going on in the city during the week.

- Maryland Recreational Vehicle Show: This annual exposition is held at the Civic Center in February.
- Chesapeake Bay Boat Show: The annual boat exhibit is held in February at the Fifth Regiment Armory.
- Annual Chesapeake Cat Show: The felines compete in February at the Civic Center.
- International Mason-Dixon Badminton Tournament: This annual Baltimore event draws internationally ranked men and women to compete in March.
- Antique Gun Show: This show is held annually at the Fifth Regiment Armory in March.
- Maryland Day: Special ceremonies on March 25 celebrate the founding of Maryland. This State holiday commemorates the landing of the settlers in 1634 at St. Clement's Island.
- Maryland Kite Festival: Kite fliers of all ages compete in this annual festival in April.
- Preakness Festival Week: A week of special events in May high-lighted by the richest of the triple crown races, the Preakness (at Pimlico Race Course).
- Annual Pilgrimage Water Tours: House and garden boat tours from Baltimore are held in May.
- Annual Federal Hill Celebration: An arts and crafts festival drawing attention to the historic Baltimore area is held in May.
- Ice Cream Stick Sailboat Regatta: Races are held in May for the Major's Cup in Baltimore's Inner Harbor.
- National Flag Day: Patriotic ceremonies are held at Fort McHenry in June.
- "I Am An American" Day Parade: The Nation's largest patriotic parade is held in September and honors new citizens and the adoption of the U.S. Constitution.
- Baltimore City Fair: The fair is held in September - an "up with people" day, as ethnic neighborhoods present their heritage at Charles Center and other City locations.

Ditto #20 Continued

- Fells Point Fun Festival: The festival is held in October and features arts and crafts, entertainment, and tours of historic Fells Point and Baltimore harbor.

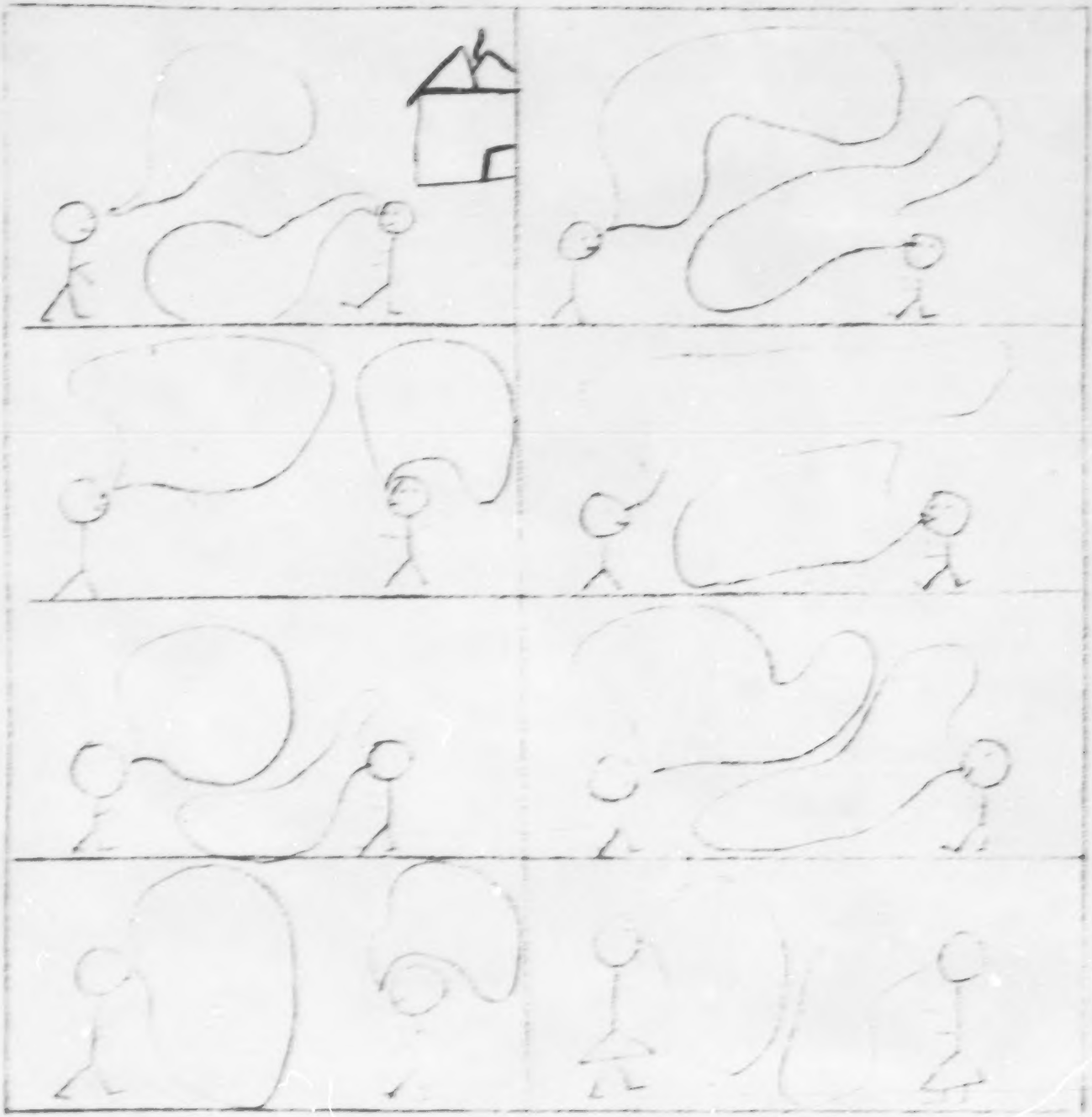
- Annual Columbus Day Parade: The parade is held in the Hamilton section of the City in October.

- Annual Oktoberfest: The German heritage is exemplified in major culinary, cultural, and folk art presentations at the Fifth Regiment Armory in October.

- Annual Holly Tour: This tour in December features downtown Baltimore homes and churches, especially decorated for Christmas season.

Ditto #21

Dick & Jane, Ted & Alice, or Whomever



B

Optional

For assistance in contacting desired resource for this episode, contact Lester C. McCrea, 396-6624.

Option 1: Speaker

Objective: The student will comment in writing on the information presented to the class by the guest speaker.

Drill: Write two or more questions you would ask someone if you wanted information about the neighborhood in which he lives.

Activity: Speaker: Baltimore City Neighborhoods - This could take the form of a panel. (suggested possibilities)

Summary: Student question/answer period

Home Assignment: Write a thank-you letter to the speaker. Include comments about specific points or information which the speaker discussed.

Option 2: Letter Writing

Objective: The student will comment in writing on his own neighborhood and formulate questions necessary to gather information about another neighborhood.

Drill: Write two or more questions you would ask someone if you wanted information about the neighborhood in which he lives.

Activity: A. Students should write individual letters to students in another city in which they state facts about their neighborhoods. They are also to request specific information about the neighborhoods in which the students to whom they are writing live.

B. Letters should be checked for correct form, spelling, handwriting, punctuation, etc.

C. A final, good copy should be made of the letter.

Summary: Letters should be given to the teacher who will mail them.

Home Assignment: Work on individual projects.

Option 3: Field Trip

Objective: The student will tour (3 by bus, 1 on foot) Baltimore City neighborhood(s), take notes on what he observes, and choose a way to present what he sees to the class.

Activity:

Option A: 1. Take a bus tour which includes at least 3 Baltimore City neighborhoods.

2. Students are to take notes on what they see (i.e. density, composition, businesses, available city services, places of interest, etc.)

Option B: 1. Take a walking tour of a Baltimore City neighborhood.

2. Students are to take notes on what they see (i.e. density, composition, businesses, available city services, places of interest, etc.)

Home Assignment: Illustrate in some manner the information you gathered on the tour.

Episode VII

Unit: B-More

Topic: Baltimore's Problems

Objectives:

The student will list five reasons why people are leaving Baltimore City with 100% accuracy.

Materials:

Ditto #22 - Up, Up, and Away
Ditto #23 - Metropolitan Baltimore

Episode VII

A

Drill:

Use the following words to fill in the blank spaces in the sentences below: (distribution, density, growth, migration)

1. Baltimore City has stopped its physical _____.
2. The _____ of many peoples have contributed a great deal to Baltimore's culture.
3. The _____ of space per person is not equal in Baltimore City.
4. Baltimore City has high, medium and low _____ areas.

Activity 1:

1. Arrange the students in groups according to the following formula:
   a. 3 large groups of students (8-9 people)
   b. 2 medium sized groups (5-6 people)
   c. 1 very small group (1-2 people)
2. Give each group a ward number. Base the ward number on the density figures in Ditto chart #13.
3. Ask each group to select a ward spokesman.
4. Give each ward one Hersey bar and ask them to divide it equally among the citizens in the ward. (Students may eat the candy).
5. Each ward spokesman should report to the total group on how the candy was divided and how much each person received.
6. The total group should discuss the equality/inequality that exists between wards.

   Question: What aspects of city life might the candy bar represent? (housing, sanitation, salary, police and fire protection, etc., all public services should be included.)

7. Each ward should compile a list of statements on the topic: Life In Ward # ____.
8. Each ward spokesman should poll the members in his ward:
   a. List the number of people who wish to leave the ward and the reasons they wish to leave.
   b. List the number of people who wish to stay in the ward and the reasons they wish to stay.
   c. Report the results to the entire group.

Episode VIII

Summary:

Ward spokesmen will share the list of statements on Life in Ward #____ and the results of the poll he conducted with his ward members, with the class.

Home Assignment:

Read Ditto #22, Up, Up, and Away

Ditto #22

Up, Up and Away

Migration - From Farm To City

In 1920, 51% of Americans lived in cities.
In 1970, 75.5% of Americans lived in metropolitan areas.
But more Americans now live in suburbs than central cities.
Most central cities are losing population.
Only 5% of Americans now live in rural areas. Three percent do the farming.

Migration is the moving of people into and out of a particular place. Most people migrate to improve their income or to find a better way of life. Therefore, people usually move away from places of limited opportunity to places of growing opportunity. In our work when we talk about migration, we are referring to moving across a country line, not to local moves around the corner or up or down town.

A large number of people migrated from the rural to city or urban areas in the period 1910-1930. With the invention of new machines, fewer people were needed to work the farm. Therefore, there were fewer opportunities for jobs. Many youths (20 and over) left farming to seek employment in urban areas. In 1965, only 10.3 million people lived on farms, whereas 32 million lived on farms in 1910.

A large number of Black Americans began to move to the North during the first world war. This move was due to a large demand for industrial laborers. Other reasons were:

- better schools
- less discrimination
- better protection under the law
- better housing
- greater rights

The second large migration of Black Americans occurred during World War II for much the same reasons as during World War I.

With the increase of immigration to the urban areas, certain problems occurred, such as the need for:

- new streets
- new hospitals
- schools
- water and sewage systems
- housing

Baltimore, like the ten largest cities in the U.S., has been losing population as a result of out-migration. Some of the negative effects are:

- many medium and upper income families leave
- job opportunities are reduced
- a large number of the poor are left
- those that remain have to pay higher taxes for city services (police, etc.)

Ditto #12 Continued

We now see that the new pattern of migration is to the suburbs. Individuals, families, and industries are moving, often for the same reasons that migrants first came to the cities:

- better living arrangements (housing, jobs)
- less crime and violence
- less crowding
- lower taxes
- smaller class size in schools
- more social prestige
- less congestion
- less poverty

Industries most often moved to avoid the increasing tax rate.

Episode VII

B

Drill: List 5 reasons why people are leaving Baltimore City.

Activity 1:

1. List on the board problems of Baltimore City from homework. The list should include: high taxes, poverty, overcrowding, crime rate, congestion, old housing, etc.

2. Read the following paragraph to the students.

My name is Mark Jackson. I am 32 years old. I grew up in east Baltimore near the new Post Office. I am the oldest of four. After graduating from Dunbar High School, I attended Morgan State College. I was drafted and sent to Viet-Nam for two years. After service, I went to the University of Maryland for accounting. I received my degree and passed the test to become a Certified Public Accountant. While in school, I moved into a bachelor apartment on Caroline Street. After getting married, I moved to a two bedroom apartment on Liberty Heights. My wife and I lived there until I got a new job as an accountant. Now, my wife and I live in Baltimore County on Old Court Road. We moved so that if we have kids, they will have a safe and nice place to live, go to school and play. For years I lived in concrete in the projects. The floors and walls were concrete and the buildings looked liked prisons. The only time that I saw a lot of grass was when the family went to Druid Hill Park. Most of my college friends now live in the country. The taxes are lower and the crime is less.

3. Students are to pretend that they are someone else. They are to write several sentences in which they tell about themselves and why they wish to migrate from Baltimore City to another part of the Metropolitan area.

Summary: Students share paragraphs with the class.

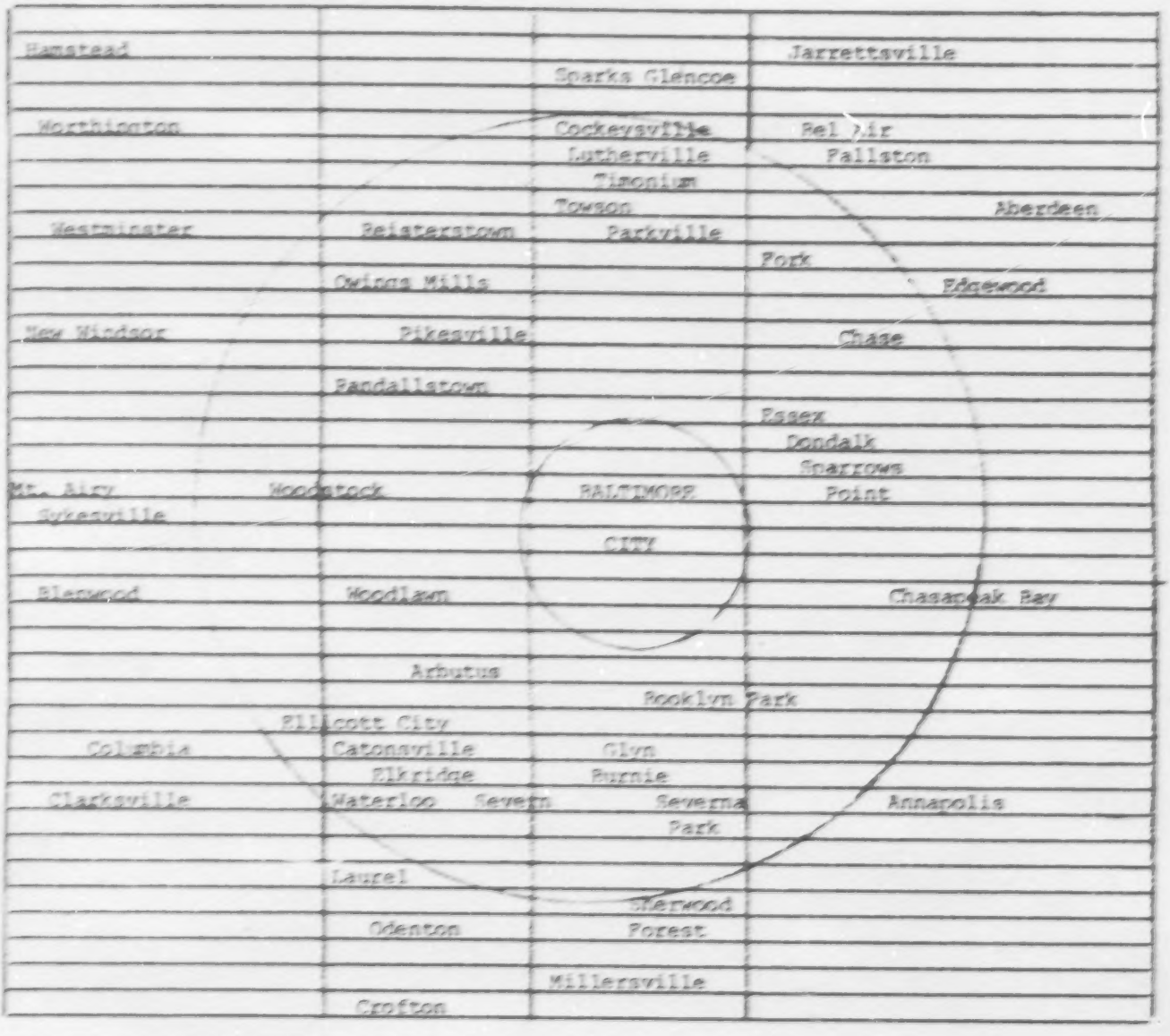
Home Assignment: Ditto #23 - Metropolitan Baltimore

Use the drawing to help you answer the questions.

Episode VIII

Ditto #23

Metropolitan Baltimore



Questions:

1. What is another name for the smallest circle? (Urban)
2. What is another name for the large circle? (Suburbs)
3. What is another name for the square area? (Rural)
4. Which circle or area do you think will probably become larger during the next 10 years? (Why)
5. Do you know anyone who lives in the large circle area? Where do they work?
6. Do you know anyone who lives in the square area? Where do they work?
7. Do you know anyone who lives in Baltimore and works in the suburbs or in rural areas?

Episode VIII

Unit: Before

Topic: Metropolitan Baltimore

Objectives:

- The student will spell and list the names of the five areas which comprise the Metropolitan Baltimore Area.
- Given a map of the Metropolitan Baltimore Area, the student will
  - match towns with counties
  - construct symbols, one for each of the 5 areas
  - put the symbols on the map
  - make a legend for the map

  with 100 % accuracy.

Materials:

Ditto #24 - The Creeper

Drill: Use the diagram below to help you answer the questions.

1. Which letter do you think represents Baltimore city? (X)
2. Which letter do you think represents suburban Baltimore? (Y)
3. Which letter do you think represents rural Metropolitan Baltimore? (X)
4. Which letter represents the area that is losing population? (X)
5. Which letter represents an area that is gaining population? (Y)
6. Which letter represents an area where only 5% of the people live? (Z)

Activity 1: Ditto #24 - The Creeper

Explanation: The Metropolitan Baltimore Area is not actually a circle like the diagrams you worked with for your homework and in the drill. It is too lopsided.

Part A: Look at the map on Ditto #24, The Creeper. This map does not show all of the land in the four counties. It only shows that portion of the county that is a part of the Metropolitan Baltimore Area at the present time.

Part B: Questions:

1. Which county has the largest amount of land in the Metropolitan Area? (Baltimore)

2. Which county has the second largest amount of land in the Metropolitan Baltimore Area? (Howard)

3. Which county has the smallest amount of land in the Metropolitan Baltimore Area? (Carroll)

4. Which of the counties that make-up the Metropolitan Baltimore Area has the second smallest amount of land? (Anne Arundel)

5. How does Baltimore City compare in size with the Metropolitan Areas of Baltimore County (smaller), Howard County (smaller), Anne Arundel County (smaller), Carroll County (larger)?

6. What do you think this map will look like in ten years? 20 years? (larger)

7. Why do you think this map was called "The Creeper"? What title would you give to this map?

Part C: Match town with county - orally. In what county is _____ located? Ask about the location of at least ten towns. Skip around on the map.

Part D: Map Work

1. Make-up a symbol for each of the five areas that are the Metropolitan Baltimore Area.

2. Put the symbols on the map.

3. Make a legend for the map.

Summary: List the five areas that make-up the Metropolitan Baltimore Area. Trade papers, check spelling.

Home Assignment:

Option 1: Use a Maryland State road map to compute the distance in miles from one town in each of the four counties to downtown (the harbor) Baltimore.

Option 2: Make-up a poem about Metropolitan Baltimore.

Option 3: Make-up 1 "Who Am I" for each of the five areas in the Metropolitan Baltimore Area. Give three clues. The first clue should be hard, the second clue should be easier, the third clue should be easiest.

Typewriter Write

Ditto #24

The Creeper

Episode IX

Unit: B-More

Topic: Baltimore and Its Neighbors

Objective:

. Given facts and figures, the student will compare and contrast Baltimore City with the rest of the Baltimore Metropolitan Area with eighty percent accuracy.

Materials:

Ditto #25 - Baltimore Metropolitan Area Statistics

Drill: Use either "Who Am I's" prepared by students as home assignment or these.

1. I am south of Baltimore City.
I am on the water.
Glen Burnie is a part of me.
Who Am I? (Anne Arundel County)

2. My two largest towns start with a C.
I am west of Baltimore City.
Three other counties touch me.
Who Am I? (Howard County)

3. I am east and north of Baltimore City
Reisterstown is a part of me.
I am the largest county.
Who Am I? (Baltimore County)

4. I have only one large community in the metropolitan area.
I am between Howard and Baltimore Counties.
I am the smallest county in the Metropolitan Baltimore.
Who Am I? (Carroll County)

Activity 1: Ditto #25 - Baltimore Metropolitan Area Statistics

Part A: Read and study the chart.

Part B: Compare and contrast Baltimore City with the rest of the Baltimore Metropolitan Area.

1. Number a piece of paper from 1 to 23.

2. For each of the categories on the chart, write one sentence in which you compare and contrast Baltimore City with Metropolitan Baltimore, excluding Baltimore City.

Part C: Write a paragraph in which you state conclusions you can make from the sentences you wrote in Part B.

Summary: Share paragraphs with the class.

Home Assignment: Construct a two column chart. In the first column, list the problems that Baltimore City has. Include the reasons people are moving out of the city, facts from the chart you used today, and conclusions you drew.

In the second column, list solutions to the problems. Think of things that the citizens can do to make Baltimore a more popular place to live.

Ditto #25

Baltimore Metropolitan Area Statistics

Category	Baltimore City	Baltimore County	Metropolitan Baltimore	Metropolitan Baltimore Excluding Baltimore City
1. Area (square miles)	79	608	2,255	2,176
2. Population Per Square Mile (Density), 1970	11,465	1,021	918	535
3. Population Per Square Mile (Density), 1960	11,886	809	799	397
4. Population Per Square Mile (Density), 1950	12,022	443	646	233
5. Population, 1970 (% of SMSA)	905,759(43.7)	621,077(29.9)	2,070,470(100.0)	1,164,911(56.2)
6. Population, 1960 (% of SMSA)	939,024(52.0)	492,429(27.3)	1,803,745(100.0)	864,721(47.9)
7. Population, 1950 (% of SMSA)	949,708(65.1)	270,273(18.5)	1,457,181(100.0)	507,473(34.8)
8. Non-White Population, 1970	425,922	22,088	501,363	75,441
9. Non-White Population, 1960	328,416	17,535	390,463	62,047
10. Non-White Population, 1950	226,053	18,026	278,089	52,063
11. Median Age of Population, 1970	28.7	28.9	27.9	
12. Median Age of Population, 1960	31.3	28.5	29.4	
13. Percent of Population under 18, 1970	33.5	34.1	34.5	
14. Percent of Population 65 and over, 1970	10.6	7.4	8.4	
Males	8.8	6.0	6.9	
Females	12.1	8.5	9.7	
15. Housing Units, 1970	305,521	190,813	656,674	351,153
16. Housing Units, 1960	290,155	142,949	542,029	251,874
17. Housing Units, 1950	277,880	78,038	423,098	145,218
18. Households, 1970	289,597	134,850	623,869	334,530
19. Households, 1960	265,597	134,558	484,980	209,383
20. Persons per Household, 1970	3.07	3.29	3.22	59.7
21. Median Rent, 1970	$ 88	$ 113	$ 95	
22. Median Rent, 1960	$ 64	$ 70	$ 65	
23. Automobiles per household				
No auto	118,838(41.1)	(%) 14,532(7.9)	145,345(23.3)	26,507(7.9)
1 auto	125,819(43.5)	84,048(47.1)	280,819(45.0)	155,000(46.3)
2 auto	39,132(13.5)	70,305(38.0)	168,379(27.0)	129,246(38.6)
3 auto	5,214(1.8)	12,965(7.0)	28,980(4.6)	23,766(7.1)

Episode X

Unit: B-More

Topic: Baltimore's Future: You're in B-More

Objectives:

- The student will discuss alternate solutions to Baltimore's problems.
- Given a list of various kinds of Baltimore City Agencies and a set of problem situations, the student will determine, with eighty percent accuracy, which Agency can help solve the problems.

Materials:

Ditto #26 - Help Yourself
Ditto #27 - What Can I Do About - - -?

Episode X

A

Drill: True or False

1. Arson is a problem in Baltimore City. (true)

2. Rents are higher in Baltimore City than else where in the Metropolitan Area. (false)

3. Baltimore has almost as many housing units as the rest of the Metropolitan Area. (true)

4. Poverty is a problem in Baltimore City. (true)

5. Baltimoreans have more cars than people who live elsewhere in the Metropolitan Area. (false)

Activity 1: Group Work

1. Divide the class into small groups of 3-5 students.

2. Students are to select a leader, a spokesperson, and a secretary.

3. Students are to discuss the solutions to Baltimore's problems which were prepared in the previous day's home assignment.

4. Students are to rate each solution on a scale of 0 to 10. The 0 represents the lowest rating. 10 represents the very best rating.

   Note: To determine the rating, ask questions:

   Is this a practical solution?
   Can it be easily accomplished?

5. Each group is to select the best solution they can for each of Baltimore's problems.

Summary: Group spokesperson will report the best solution from their group for each of Baltimore's problems to the class.

Home Assignment: List as many Baltimore City agencies as you can think of that help Baltimoreans solve their personal problems.

Episode X

B

Drill:

Option 1: On board

Option 2: On ditto

Complete the following sentences by choosing a word from the vocabulary list to fill-in the blanks.

Vocabulary List:			
	live	middle spend	middle
	renewal	young	work
	urban	suburbs	life
	migration	money	spend
	less	ruined	
	work	city	
	bedroom	old	

The average person who lives in an American city earns less than a person who lives in the suburbs. City residents are, on the average, very young or very old.

Most middle income people work in the city, but live and spend money in the suburbs. Suburbs are sometimes called bedroom communities.

To help bring life back into urban areas, many mayors are spending lots of money for urban renewal projects. They don't want to see their cities further ruined by the current migration trend.

Activity 1: Ditto #26 - Help Yourself - Read the ditto.

Activity 2: Ditto #27 - What Can I Do About - - - Solve the problems.

Summary: Students make up three problem situations. The class to determine agency to contact.

Home Assignment: Write a statement in which you state your personal opinion about the future of Baltimore.

Ditto #26

Help Yourself

There are a lot of programs in Baltimore City that help people help themselves.

In The Neighborhood:

. Neighborhood Groups: Many neighborhoods have improvement associations. Citizens meet regularly to discuss and solve problems in their neighborhood, to plan ways to make their neighborhood a better place in which to live, and to plan special neighborhood activities.

Ethnic neighborhood groups often plan special ethnic festivals which they hold in central locations like Charles Center or Pier 1.

Some neighborhood groups have established neighborhood gardens. The Department of Housing and Community Development assist the neighborhood groups in getting a vacant city-owned lot. In 1973, there were six neighborhood gardens in the city. The garden project is now call the Mayor's Adopt-A-Lot program.

Agencies:

A. The Department of Housing and Community Development helps citizens with all kinds of housing and community problems including homesteading, public housing, family services, neighborhood development, code inspection and construction inspection. The Department has several area locations:

1. Northwest Area Office, 3006 West Coldspring Lane (542-4817
2. Northeast Area Office, 4324 York Road (396-6046)
3. West Area Office, 1313 Druid Hill Avenue (396-0141)
4. East Area Office, 431 North Caroline Street (396-8026)
5. South Area Office, 1211 Wall Street (685-3319
6. Rosemont Office, 918 North Franklintown Road (396-0033)

B. The Urban Services Agency helps people in many different ways. They have several poverty and self-help programs including drug and alcholism clinics. In addition, the agency runs day care centers for the young. This agency will help citizens get help. The agency has several neighborhood offices.

Area 3 (Jackie Robinson Center)
1517 North Gay Street 21213
396-9323
Ms. Bernice Waker - Director

Area 5
1517 North Gay Street 21213
396-9323
Mrs. Bettye Brinkley - Director

Area 6 & 7 (Martin Luther King, Jr. Center)
1809 Ashland Avenue 21205
396-9333
Marcus Nole - Director

Area 8 (Lafayette)
125 Colvin Street 21202
396-9335
Ronnie Lockwood - Director

Area 9
1404 East Baltimore Street 21205
396-9339
Thomas Weimer - Director

Area 11 (Flaghouse)
109 Albemarie Street 21202
396-1736
Ms. Ozella Richardson - Director

Area 11A (Perkins)
1411 Gough Street 21231
396-9337
Harold Wright - Director

Area 13 (O'Donnell Hgts.)
1309 Bunsen Way 21224
396-9327
Ed Dorsett - Director

Area 14
2500 Woodbrook Avenue 21217
396-0891
Bryant Crockett - Director

Area 15
1816 West North Avenue
396-0899
Mrs. Helen Odom - Director

Area 16
1125 North Fulton Avenue 21217
396-0893
Mrs. Katherine Milburn - Director

Area 18A (Walter P. Carter Center)
1031 North Calhoun Street 21217
396-0897
William Beaman - Director

Area 19
758 Dolphin Street 21217
396-0540
Mrs. Catherine Jasmin - Director

Area 20
1619 Druid Hill Avenue 21217
396-0895
Mrs. Catherine Jasmin - Director

Area 22
310 North Arlington Avenue 21223
396-0969
Kent Waters - Director

Area 23
740 W. Saratoga Street 21201
396-0969
Lyndsai Pitts - Director

Area 24
1401 Hollins Street 21223
396-1734
James McNamara - Director

Area 25
2000 Wilkens Avenue 21223
396-1740
James McNamara - Director

Area 26 (Theodore McKeldin Center)
788 Washington Boulevard 21230
396-1738
William Gonce - Director

Area 28 (Westport)
2416 Annor Court 21230
396-1730
Joseph Lynch - Director

Area 29
807 Cherry Hill Road
396-1728
Alvin Steele - Director

Multi-Purpose Centers
1401 Orleans Street 21231
396-0843 or 396-8031
Mrs. Hattie Harrison - Director

22nd & Kirk Avenue 21218 (Kirk)
235-2722
Ms. Carolyn Stith - Director

Mayor's Stations
5227 York Road 21212 (Govans)
396-6084
Robert Ayd - Director

210 West 28th Street 21211
(Greater Homewood) 396-6080
Ms. Donna Keck - Director

Ditto #26 Continued

Mayor's Stations Con't
3006 West Coldspring Lane 21214
(West Coldspring Lane)
396-0224
Ms. Rebekah Bain - Director

C. The Legal Aid Bureau, Inc. helps people with legal questions or problems. There are several branch locations.

Legal Aid Central
Ms. Mary Ellen Rinehardt
341 North Calvert Street 21202
539-5340

Legal Aid, East
Mr. Gerald Walsh
412 North Bond Street 21231
675-5218

Legal Aid, Cherry Hill
Ms. Mary Edwards
710 Cherry Hill Road 21225
354-1120

Legal Aid, Southwest
Mr. Rick Pecora
1435 West Baltimore Street 21223
945-6040

Legal Aid, West
Mr. James Harris
1333 West North Avenue 21217
669-5695

Law Refor Unit
Mr. Kalman Hettleman
341 North Calvert Street 21202
539-5340 or 685-1112

Consumer Law Unit
Mr. Robert Erwin
341 North Calvert Street 21202
539-5340

Legal Services to the Elderly
Ms. Louise Keelty
341 North Calvert Street 21202
685-1112

Prisoners Assistance
Mr. Charles Morgan
341 North Calvert Street 21202
539-5340

Consumer Protection:

A. Better Business Bureau of Baltimore, Inc.
401 N. Howard Street 21201
685-6986

Investigates frauds, prevents activities on the part of unscrupulous persons, renders reports to inquiries, counsel to complaints, promotes truth, honesty, reliability in selling and advertising.

B. Direct Line for Action (The Evening Sun)
Calvert & Centre Streets 21202
539-5575

A service which seeks to find the answers to questions and solutions to problems of the consumer.

C. Main Line (The News American)
South & Lombard Streets 21202
752-3100 (after 2 p.m.)

A service which give aid to consumers who are having problems with "agency red tape". Seeks to find the answers and guide the consumer to a swift and equitable solution to their problems.

D. Maryland-Attorney General's Office
Consumer Protection Division
383-3700

Investigates complaints brought by the public regarding fraudulent and dishonest business practices.

Employment and Vocational Opportunities

A. Maryland State Employment Service
1100 North Eutaw Street
383-5600

Occupational testing, vocational counseling, job placement

B. Vocational Rehabilitation
2100 Guilford Avenue
383-2162

Assistance for disabled individuals including counseling, guidiance, evaluation services (testing and job try-out) physical restoration (hospitalization, surgery, artificial limbs), job training and placement. Services are geared toward enabling an individual to return to work.

C. Veterans Administration
962-3045

Administers programs for eligible veterans and their families.

Ditto #26 Continued

For Senior Citizens

A. Real Property Tax Credit for the Elderly
Room 1 Municipal Building 21202
396-3976

A tax credit is allowed for an individual who has reached his 65th birthday and owns the property in which he resides. There are income limitations and application must be received in the Tax Office by September 1st of each taxable year. Applications can be obtained from the Supervisor of Tax Credit.

B. Medical Assistance
6th Floor Court Square Building 21202
234-2031

Applications can be made through the Department of Social Services and through Medical Assistance (Medicaid) Offices located in hospitals throughout the City. The cards are for the medically indigent persons who finds that Medicare and/or private insurances are not enough to meet bills incurred.

C. Baltimore Metropolitan Meals on Wheels, Inc.
5820 York Road 21212
435-5217

Services: Home delivery of meals (hot dinner and cold supper), five days a week to elderly, convalescent and handicapped people who are unable to shop for and prepare food for themselves.

D. Department of Social Services - Homemaker Service
1500 Greenmount Avenue 21202
234-2396

Services: Provides light housekeeping and shopping services for persons 65 and over who are receiving SSI or Medicaid.

E. Health Department, Bureau of Special Home Services
111 North Calvert Street Second Floor 21202
396-4494

Services: Provides non-medical services to the elderly person. Assists aged persons to secure needed health services, home visiting, escort services, provides minibuses to take the elderly to doctors or medical facilities. Eligibility restricted to people 60 and older and residents of Baltimore City.

F. Bureau of Recreation-Senior Citizens Division
1129 North Calvert Street 21202
396-5640

Ditto #26 Continued

There are more than sixty clubs throughout the city expressly for senior citizens. The activities are as varied as the clubs themselves. For information relating to locations, meeting days, etc. call the department.

G. Department of Social Services - Adult Services
1510 Greenmount Avenue 21202
234-2177

Services: Provides light housekeeping and chore services to allow people to remain in their own homes. Operates an adult foster care program, a referral service, and assistance in seeking better homes. Also food stamps are provided.

H. Eating Together in Baltimore
396-0415

Hot, nutritionally balanced lunches in congregate settings for city residents who are 60 years of age and older. Other services provided are: (1) social, education, and recreational activities, (2) consumer and nutrition programs and (3) information and counseling. There are 24 site locations.

I. Waxter Center for Senior Citizens
861 Park Avenue 21201
396-1333

A variety of social, recreational, and educational activities, informational and referral service, counseling, consultation services and health services.

J. Mass Transit Administration
1515 Washington Boulevard 21230
539-6281

Services: Citizens 65 and over are entitled to reduced fairs on buses during non-rush hours. Reduced fair tokens can be purchased in stores and banks. Applications for identification cards may be obtained upon proof of age, at local banks, libraries, and City Commission on Aging and Retirement Education Office. Lost cards may be replaced by calling the Mass Transit Administration Office.

For Everyone; But Especially Children

Department of Social Services
1510 Greenmount Avenue
234-2862

Ditto #26 Continued

This department provides a number of services for people. Some of the help this department provides is day care centers, food stamps, medical assistance, and emergency money for services like food, clothing and shelter. Children are a very important part of the work of Social Services. There are special services for children to handle adoption, special welfare programs, child abuse and neglect, emergency shelter care and a foster parent program.

Episode X

Ditto #27

What Can I Do About - - - ?

1. Mattie is 70 years old. She has been very sick. At the present time, she is not well enough to do her own cooking. None of Mattie's family lives in Baltimore. Who can Mattie call to get help? (Meals On Wheels)

2. Alex, age 42, was hurt in an accident recently. He lost both of his arms. Alex would like to get a job when he feels a little better. Who can help Alex? (Vocational Rehabilitation)

3. The Marshalls, Smiths, Grubbs, and Jacksons would like to plant a vegetable garden. None of them has a back yard. There is a vacant lot in the middle of their block. Who can help these families plant a garden on the vacant lot? (Department of Housing and Community Development)

4. Terri, age 28, was arrested for possessing marijuanna. Terri says it was an illegal search. Whom can Terri call to help her with her case? (Legal Aid Bureau)

5. Betsy, age 63, bought a fur coat. The coat was supposed to be mink. Betsy discovered that the coat was really rabbit. Mr. Beechener, who sold Betsy the coat, refuses to give Betsy her money back. Whom can Betsy call for help? (Maryland Attorney General's Office)

6. Fred saw his neighbor, Anthony, throw boiling water at his six month-old baby to make it stop crying. Whom can Fred call to report what he saw and get help for the baby? (Department of Social Services)

7. Althea's husband died two years ago. Since then, Althea has been supporting herself and her six children with the money she earned at the WXZ Company. A month ago, Althea was laid off. Whom can help Althea support her children? (Department of Social Services)

8. Frank and Dede live in Anne Arundel County. They would like to live in Baltimore City. Someone mentioned the homesteading project to them. Where can Frank and Dede call to find out more about homesteading? (Department of Housing and Community Development)

9. Gerald's son Donald has a serious drug problem. Whom can Gerald call to get help for and to get Donald into a drug clinic? (Urban Services Agency)

10. Josephine is 87. She should go to the doctor once a week. Josephine has not been going to the doctor because she cannot afford a taxicab and she lives too far away from a bus stop. Josephine can't walk more than one block. Who can help Josephine get to the doctor once a week? (Health Department, Bureau of Special Home Services)

Episode XI

Unit: B-More

Topic: Culminating Activities

Note: Several suggestions are listed for a culminating activity. Teachers are urged to choose one or more of the suggested activities, adapt one or more of the suggested activities, or construct culminating activities which he/she feels would be meaningful for the students.

Activity 1: Individual reports assigned in Episode III, A.

Activity 2: Debate: Resulved:

Baltimore Has a Bright Future

Activity 3: Panel Discussion:

Baltimore's Past, Present and Future

Activity 4: Field Trip:

Tour of Baltimore City to compare what learned in the classroom with what seen on tour

Activity 5: Critical analysis of materials distributed by the chamber of Commerce

Activity 6: Prepare thoughtful questions for a member of the City Council. Invite a member of the City Council to visit the class for the purpose of answering the students' questions.

Activity 7: Write and present a three-act play entitled "B-More".

Activity 8: Write and present a one-half hour television show entitled "B-More. Video tape the program. Show the program to another class, P.T.A., etc.

Activity 9: Prepare and present an "It's Academic" quiz on B-More.

Activity 10: Prepare a bookley entitled "B-More. Include published and student developed articles, cartoons, pictures, puzzles, etc.